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KEMPES, ROBERT H

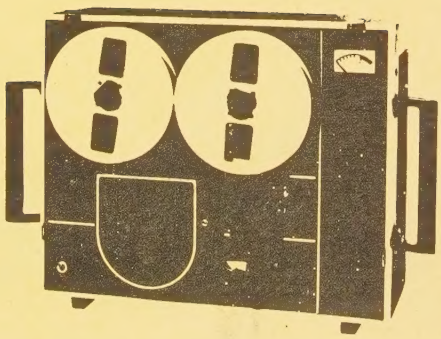
PLANNING

Lay Education

A DESIGN

for Conducting Planning Skills Workshops

for a Situational Approach to Adult Education



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Robert H. Kempes

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PLANNING LAY EDUCATION

Contents

Introductory Material 3
Purpose 3
Planners--Who Are They? 3
Planning--What Is It? 5
Teaching-Learning Approach for the Workshop 7
Resources for the Workshop 12
How to Set Up the Workshop 14
Evaluation 18
Your Preparation 20
Room Arrangement and Facilities 21

First Session--ORGANIZING INFORMATION, REVIEWING PURPOSES, AND IDENTIFYING MAIN CONCERNS. 23
Work Sheets I, Ia,b,c,d,e, and II

Second Session--FOCUSING MAIN CONCERNS 47
Work Sheet III

Third Session--WRITING LEARNING OBJECTIVES 57
Work Sheet IV

Fourth Session--DESIGNING A FORMAT FOR LEARNING 73
Work Sheet V

Fifth Session--DESCRIBING LEADERSHIP AND IDENTIFYING RESOURCES 87
Work Sheet VI

Sixth Session--BUILDING IN EVALUATION AND PREPARING FOR REENTRY 99
Work Sheets VII and VIII

Leaders' Evaluation Sheet 115

Appendix A--Try Ten Planning Steps for Situational Lay Education 117

Appendix B--Sample Commitment Form 119

Appendix C--Quickie Definitions 121

Appendix D--Triad Interviews 123

Sources and Resources 125

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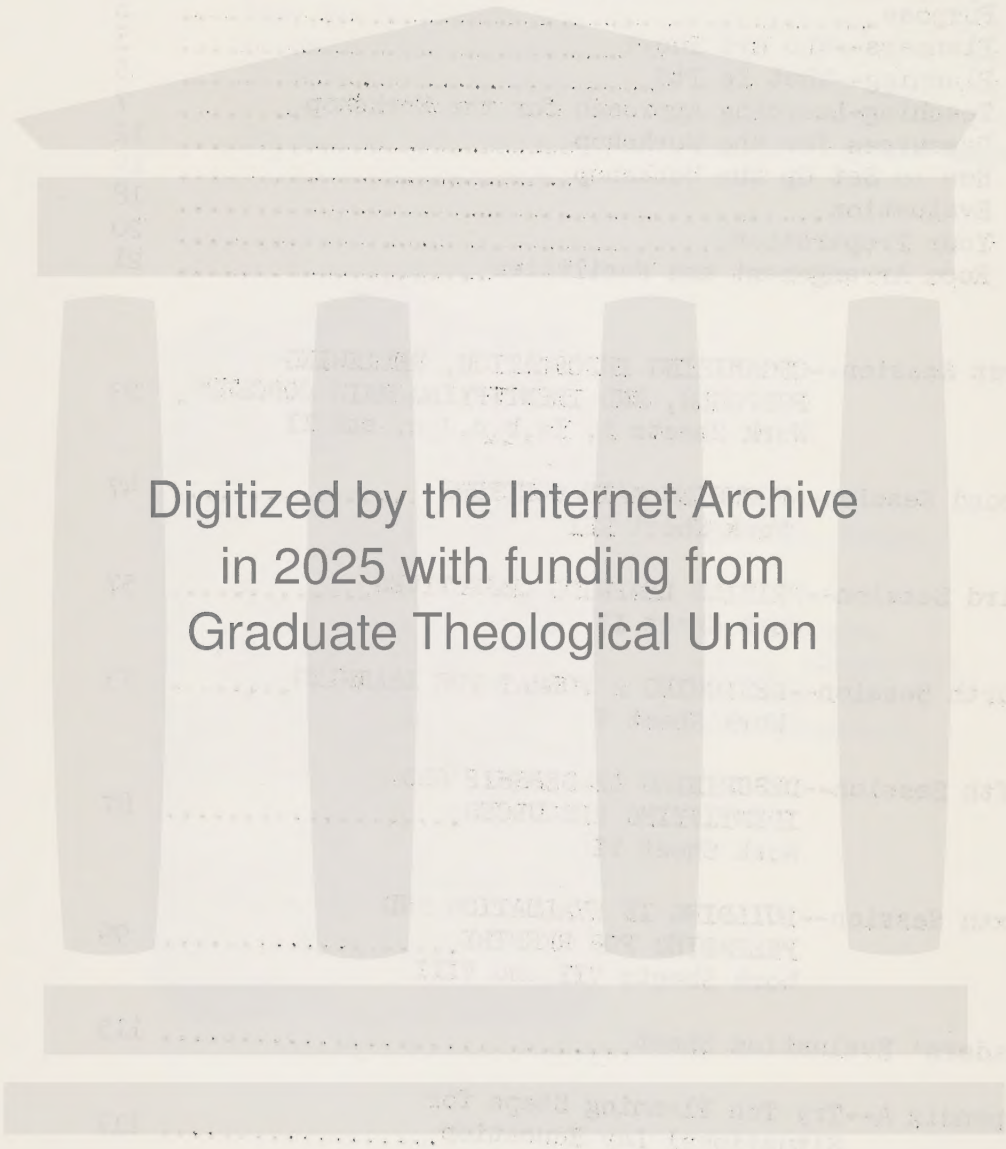

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THE DESIGN

This workshop design is written for those who conduct leadership events for planners of lay education in a congregation. Such events may vary in setting and pattern. The participants will also vary, but generally they will be church members with a designated lay education planning responsibility.

A planning skills workshop concentrates on involvement learning, with planners actually doing planning and evaluating their progress. A minimum of sixteen hours is needed for the workshop. Twenty would be better.

The design is based on a "situational approach" to lay education. The suggested text that develops this approach in detail is Lay Education in the Parish, by Robert H. Kempes, and edited by Edward K. Trefz.

The situational approach to lay education is suggested as appropriate for older senior highs (grades 11-12), young adults, and adults. Thus, the planners who are your students may include youth as well as adults.

PURPOSE

This workshop is intended to help participants--

> to practice a series of planning procedures for situational lay education, to understand this approach, and to develop the planning skills needed to implement it in their particular situations.

Church education for adults has "run along" in deadly patterns far too long. By default it has received the dregs of the church's educational creativity and concentration. Yet the pressures and crises of change in all areas of life hit the adult, and the church is giving him little or no help.

The workshop is designed to "turn on" concerned planners to take action toward more interesting and pertinent adult education programs in their churches--at the same time equipping these persons with the necessary skills to achieve.

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PLANNERS--WHO ARE THEY?

"Planner" may not be a common term in the adult education programs of most churches. So--who are the people we are calling "planners?"

They are persons who have a designated responsibility for creating and maintaining:

- any part of the church's adult education program
  or
- the whole program.

They may be members of responsible committees:

lay education planning committee,
lay learning committee,
adult studies committee,
senior high planning committee,
social education and action committee,
Christian education committee (a member with an adult portfolio),
or
whatever the name may be.
(Any of these could be subcommittees of Christian education.)

They may be officers or program chairmen of continuing groups:

UPW (Coordinator of Studies, program chairman)
Mariners
senior high group
young adult group
couples club
other groups of laymen.

They may be church staff persons who counsel and work with any of the above leaders and committees:

pastor, assistant, associate,
minister/director/counselor of Christian education
director of adult education,
etc.

In a planning skills workshop, you may also have enrolled:

interested laymen who want to move the church toward more exciting adult education and action, but who have no current designated responsibility.
(Bless them! And encourage them!)

Whether the name "planner" is used or not, someone or some persons are making decisions about what learning opportunities will be available for adults. If the responsible committee is weak, an individual may be doing it alone. Or if the emphasis on adult education is of low priority, then by default traditional patterns are calling the shots and no planning is done.

Designated planners with desire and skill are essential if the laity are to be taken seriously and offered a variety of learning opportunities built around the concerns and issues of their lives.

"Planners" are distinct from "teachers" or "leaders" of adult learning groups.

Teachers/leaders:

- meet face-to-face with lay learners in specific learning groups--classes, seminars, study/action groups, etc.
- exert various educational leadership roles as necessitated by the type of learning event, the constituency, etc.
- plan specific learning procedures for the sessions of the event they lead, and revise plans with the group as it proceeds.

Planners, in contrast:

- create a variety of learning opportunities to be offered to the laity,
- support and administer those events, recruit leadership, etc.,
- analyze constantly the concerns and issues facing the laity, so that ongoing planning is informed.

Both planner and teacher/leader:

- need to be in close contact with each other,
- need to be close to the laity and aware of their needs, interests, concerns, and learning preferences.

In fact, planners and teachers/leaders are laity for the most part, though some professionals may be involved.

> A planning skills workshop does not deal with the teaching/leading skills required in face-to-face learning encounters. Training in such skills should be offered to those who teach and lead by other leadership development events, so designed.

PLANNING--WHAT IS IT?

An interesting, situational program of lay learning opportunities does not "just happen"--nor will it plan itself! Someone has to plan.

Planning
is simply
asking and answering specific questions
in an orderly process.

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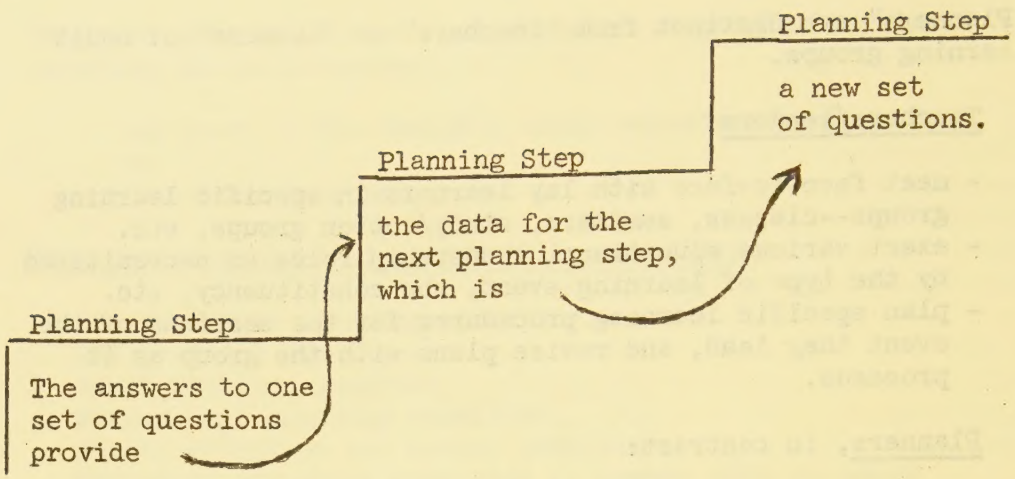
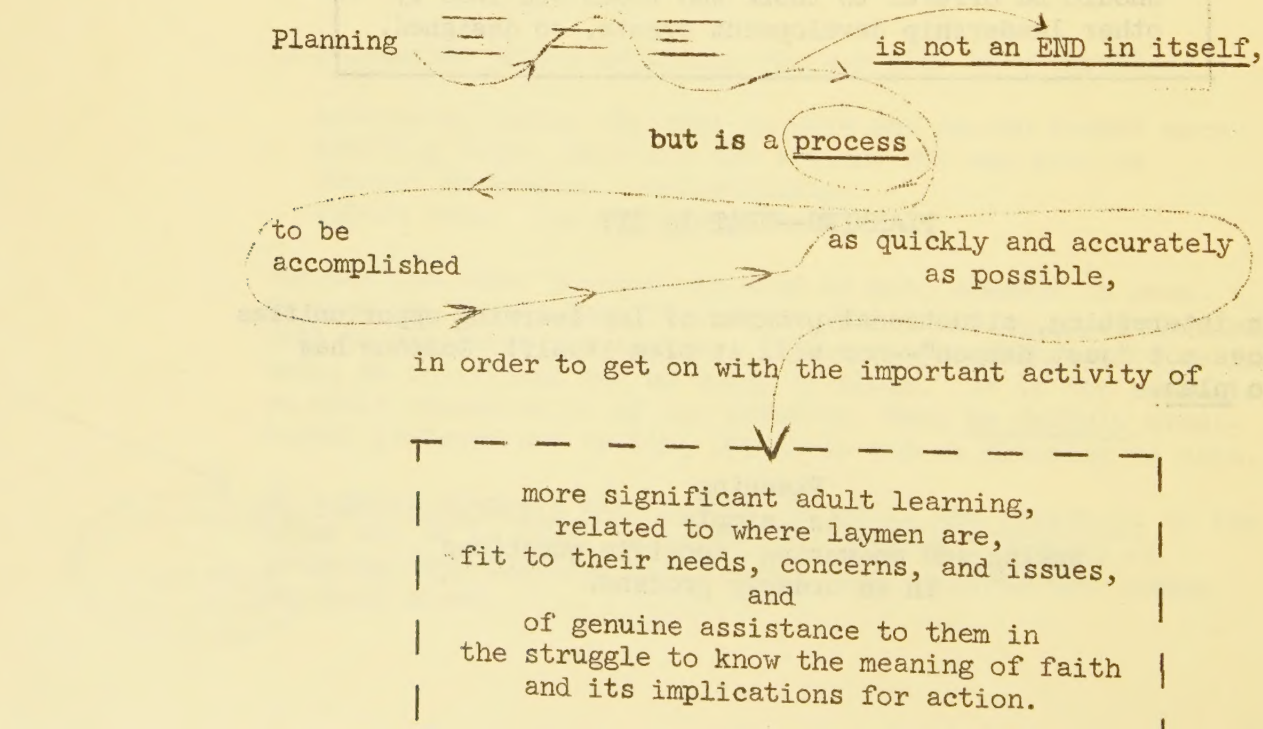

Planning Step
a new set of questions.
Planning Step
the data for the next planning step, which is
Planning Step
The answers to one set of questions provide

The workshop design is organized around a series of planning steps that move toward the result--a program of situational lay education (see Appendix A). Planning questions that go with each step are suggested at the beginning of each session in the design.

HOWEVER, your students should not get the impression that the "steps" are rigid or locked into an unmovable sequence. Some steps naturally do precede others because they furnish necessary answers before going on. (One would not design a detailed format for an event before the learning objectives had been written, nor can objectives be written before a specific focused subject area is known.) NEVERTHELESS, the work on one step frequently reveals inadequacies in the answers secured earlier. There will be some moving back and forth. AND, ideas that pop up frequently apply to a later step. They can be noted for future reference.

ABOVE ALL, planning must not appear dull and endless! It is only a means to an end--better adult education.

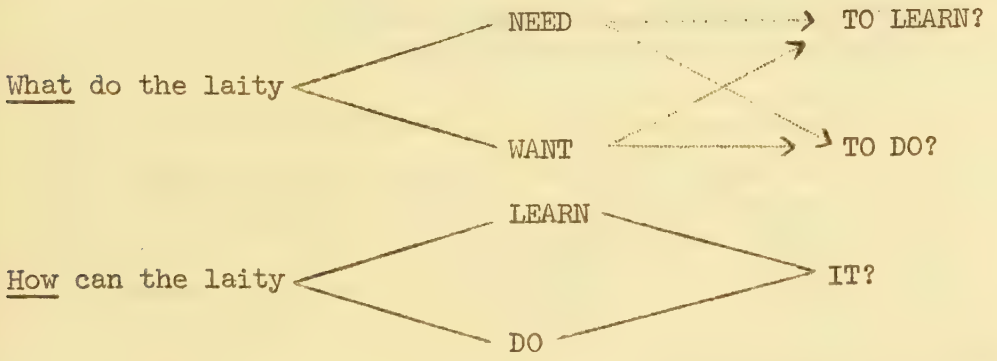

Planning
is not an END in itself,
but is a process
to be accomplished
as quickly and accurately as possible,
in order to get on with the important activity of
more significant adult learning,
related to where laymen are,
fit to their needs, concerns, and issues,
and
of genuine assistance to them in
the struggle to know the meaning of faith
and its implications for action.

Planning, as used by industry and large institutions can be sophisticated and technical. It usually has a complicated product to produce and complex systems to interrelate.

HOWEVER, the planning steps in this workshop design are simplified and tailored to fit a specific church education outcome--adults engaged in situational lay education. This planning process does not deal with overall church planning or planning for evangelism or mission program. It is geared to lay education programs primarily, though the skills are transferable.

If planning is answering questions, it is important that workshop participants know and get the feel of what the questions are and where they fit. It is more important for planners to be able to raise the right questions at the right time than to be able to name the planning steps. When participants return to their churches, they are not to be promoters of the "ten steps," but raisers of the key questions in their planning committees. (Only nine of the ten planning steps are practiced in the workshop. See Sixth Session.)

The underlying questions to be tackled throughout the workshop and in back-home planning are:



Planning steps one through five are in the "what" category--gathering and analyzing data. Step six begins a transition to the "how."

TEACHING-LEARNING APPROACH FOR THE WORKSHOP

How will you "teach" or "lead" this event?

The answer to that question depends on what the event is to accomplish. The purpose (p. 3) can be stated in more specific terms as a behavioral learning objective.

PROCESS

Through practicing a series of planning procedures using data from his own situation
and
through group sharing and evaluation of his work,

RESULT

cognitive — the student will understand situational lay education to the extent that he is able
to interpret this approach in his church, and
to apply it to his situation there,
and

skills — the student will develop the skills of planning situational lay education so that he is able to assist his congregation toward such a program through the use of orderly planning procedures.

Rather than a large body of "content" to be studied and discussed, you have abilities to be practiced, tested, and the results evaluated. BUT, those abilities are used to carry out a concept of lay education--the situational approach. That concept needs to be understood.

→ Thus you will be engaging your students in two inseparable pursuits--

- understanding the situational approach, and
- developing the planning skills for it.

> One learns "skills" by practicing, by doing, not by listening to someone talk about skills, or by reading about them.

The Student Comes First

The workshop method puts the student "front and center" as the doer, the learner. You, as workshop leader must think primarily about the student, not yourself. What is he doing--what is he learning--where is he in his learning? That's what the workshop is all about--the student-planner!

As workshop leader, you are a facilitator of the student's development of planning skills. You are not a transmitter of content! Though content is involved, the student is inquiring into it, not soaking it up from your vast knowledge.

Concentrate more on--

"How are these student-planners actively learning to plan?

and less on--

"What am I teaching them?"

READ the Foreword and Ch. 1, "Looking at the Laity" in Lay Education in the Parish, pp. 7-35, as an early step in your preparation. Try to think of each student as--"individual human," "social being," and "Christian man."

STUDY "A Situational Approach," Ch. 2, pp. 36-51, in the text, especially "What Type of Learning?" pp. 40-43.

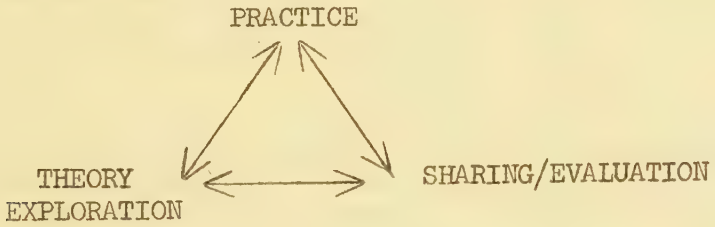
Since the situational approach depends on local initiative, it is important that your students are able to do things when they get home. Heads crammed with knowledge are not enough. The knowledge must be tried, evaluated, discussed, and revised in the workshop until the students have an educated ability to think and plan for themselves about lay education.

The student-planners will frequently be more active than you are in the workshop. They will turn to one another and to resources, as well as to you as the "teacher/leader." The learning methods you use should encourage their inquiry, as active learners, not passive receivers.

> If older senior high planners are going to be in the workshop, READ again "Why Eleventh Grade Through Adult?" pp. 27-34, in the text.

A Threefold Learning Approach

The workshop design assumes a threefold learning method--



Student-planners will be engaged repeatedly in these three activities throughout.

PRACTICE is the heart of the workshop method. Planners actually do planning by practicing each of nine planning steps. They work with their own data that they have gathered about the laity in their congregations and communities. (See "Conduct Orientation Meetings" below.) Sample WORK SHEETS are provided in the design to facilitate student practice. Leaders may circulate to be available to planners (or teams) who need help.

SHARING/EVALUATION maximizes the experience, the knowledge, and the learning capacities that exist in every student-planner. It assumes that participants can learn from and assist one another. Each student (or team) posts the work he has done on a planning step, and the progress is examined in group discussion. Questions to one another are encouraged. Workshop leaders take a questioning role primarily, as well as making necessary evaluative comments.

THEORY EXPLORATION has two objects for inquiry:

planning theory and
lay education theory.

In some sessions the leader helps the students examine the theory of a particular planning step which they are about to practice. He does not give lengthy lectures. When the leader talks, it is more in the nature of illustrated instructions for getting started on the next step. He may use diagrams, lists, questions, or examples on newsprint, chalkboard, or overhead projector. He may try a tentative group practice exercise. The appropriate WORK SHEET is probably in the students' hands.

The other theory activity is in the situational approach to adult learning. Exploration of this may accompany planning theory or may be in separate sessions. (See triads on adult learning in the Second Session, page 52.)

Planning theory sessions help the student grasp enough information to go ahead with his practice. Lay education theory sessions help the student to understand the situational approach and to make connections between it and the planning process. Theory sessions are not to be thought of as the leader's time to unload his wisdom. Frequently the student will be engaged in exploring content in various resources on his own or in a group.

Background readings for student investigation are given in the design. Leaders will want to add particular resources they have found helpful. Study and discussion of theory can be worked into the design as time is available and needs are apparent. Workshops with time elapsing between sessions may include more outside study and back-home practice.

Remember Student Differences

Your student-planners are highly varied in the way they prefer to learn, in their motivation to learn planning skills, and in their knowledge and experience. You may discover that--

- some like to read; others don't;
- some like to talk and discuss; others don't;
- some like to write and revise; others don't;

- some ask questions; others keep their confusion or misunderstandings to themselves;

- some like to listen; others don't;

- some prefer to deal at the feeling level and shun "headwork"; others are the opposite;

- some work best alone; others prefer to work in groups;

- some are highly motivated and may come from churches that expect them to work miracles when they return; others are reluctant "draftees."

AND--they will change from day to day, according to:
health,
fatigue,
personal relationships, problems,
their response to the workshop, to you, and to fellow students,
and a host of other factors of human experience!
(You do too!)

So--DIVERSITY is the word for your students. This is the refreshing opportunity for exciting learning. You will have to work hard. Try to be sensitive to all your students, freeing them to bring themselves to the work and to the group, opening all possible doors for the best exercise of their unique learning capabilities.

REMEMBER--your students and the adults for whom they will plan spend most of their time in the world. If the workshop appears too separated from the world, cloistered in a benevolent, churchy atmosphere, find some way to get in touch with the real world again--by attending a movie or play, by visiting a political or social institution, by roaming the streets, etc.

In dealing with their internal church tasks the clear, secular stance of the church toward the world must not be lost. Faith is constantly raising questions and issues about worldly matters. (See text, "Secular Stance" and "Mission Thrust," pp. 58-63.)

Contents of This Design

You have in your hands a design with four types of material:

1. Introductory Material--for your planning pp. 3-22
2. Six Sessions--materials for classroom work (includes sample work sheets) pp. 23-114
3. Appendixes--additional tools pp.115-124
4. Resources list pp.125-133

Each of the six sessions has material for three hours or more, in two parts, assuming a break in between. It can be cut, expanded, or adjusted to varying patterns.

Planning skills workshops can be separate weekend events or may utilize various other time periods. Or they may be held within resident synod leadership schools or commuters' schools. They may be initiated and directed by a parish, a cluster of churches, a presbytery, or a synod.

The six sessions are organized to lead the student-planners through nine planning steps. Though some of the sessions may be hurried, it is essential that students see the whole sweep of the planning process. It is hoped that they will learn to plan quickly and not plod laboriously through each step.

RESOURCES FOR THE WORKSHOP

The resourcing function of a planning committee can be learned by student-planners not only in the Fifth Session but also in the way workshop leaders make use of resources. READ "Varied Resources," pp 69-76, in the text.

Provide a variety of resources beyond what you are able to use. DISPLAY these in such a way as to encourage browsing, examining, and borrowing for individual study. Perhaps resources on planning theory and lay education can be displayed in the early sessions with a broad spectrum of resources for adult learning added before the Fifth Session.

> For complete ordering information and a more detailed listing of any resource mentioned in this design, see the last section "Sources and Resources,"pp.125-133.

A few minimum recommended resources are listed here in three categories:

1. Planning Theory and Lay Education Theory

   Lay Education in the Parish (text for the workshop)

   Trends (journal of resources)

   The Modern Practice of Adult Education (Knowles)
   An expensive new book. Check your library.

   Preparing Instructional Objectives (Mager)

A Dynamic Approach to Church Education (Decade Book)

PLANNING SKILLS for a Situational Approach to Lay Education (This booklet is in the series Designs for Teacher Education. It is similar to this design and presents a capsule plan for a weekend workshop on planning.)

Colloquy (educational leadership magazine)

2. Adult Study

Enquiry (systematic study for ongoing groups--three choices)

Trends

Decade Books (paperbound series on wide range of pertinent subjects)

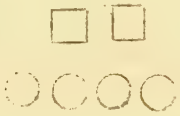
3. Sources for Finding Resources

Alert, quarterly resource magazine

Catalogs--Westminster Book Stores, PDS, catalogs of films, posters, multimedia tools (available from your most convenient audio-visual supply, university, etc.)

DESIGN
Planning Skills Training

ORIENTATION MEETINGS
2-2½ hours each
As many meetings as needed to be convenient to each church



INTERIM PREPARATION

4 weeks

Planning team works together on assignment given at orientation

PLANNING SKILLS WORKSHOP

16-22 hours
Weekend or other pattern

Planners only;
from each participating church

ONGOING PLANNING IN CONGREGATION

Judicatory (or other sponsoring body) available for consultation and follow-up

Planning team and others responsible for lay education continue to plan adult program

HOW TO SET UP THE WORKSHOP

A planning skills workshop is meant to be a highly specific, concentrated training event. It is not a "general course" in adult education or leadership development. Its clientele is recruited and invited, but not on a broad "y'all come" basis. Rather, the students are designated persons who come for specific training in an area they need for their church tasks--planning skills.

Thus, the method of letting persons register on the opening day of a "school" and come cold to the first session is highly unsatisfactory. The workshop requires preregistration on the basis of clear information as to the nature of the training event, the objectives, and the persons who could benefit from this type of training.

It is also highly desirable that registrants begin their training a month before the workshop by working on a data-gathering assignment in their congregation and community. The information they bring to the workshop becomes the raw data with which they practice the planning steps.

Here are a few suggestions for a committee that decides to hold a planning skills workshop.

Determine Participation Patterns

It is recommended that participation be by churches, not by individuals. The workshop can be invitational, with information going only to selected churches that are invited to send planners. Or, information can go to all churches on a first come, first served basis up to the predetermined number that can be accommodated.

Committees may wish to select certain churches to be invited on the basis of location, type of constituency, future use of trained persons or pilot church approach. To practice what we preach about planning, the committee should have gathered its own data about the needs of the churches. The decision to hold the workshop and the selection of churches is made on the basis of that data.

A team of two or three planners is desirable from each participating church. Workshop enrollment is probably optimal at thirty persons or less. Thus, fifteen churches (or ten) can be invited. Too many teams make it difficult to accomplish the best learning in the sharing/evaluation periods.

A SAMPLE PARTICIPATION PATTERN

FOR A PLANNING SKILLS WORKSHOP

(Example - 15 churches)

Secure Commitment

It is important that workshop invitation mailings include a form for written acceptance (see Appendix B). Churches that agree to participate should do so by proper action of a responsible body (session or Christian education committee).

Commitment to be a participating church includes:
- agreement to the purposes of the workshop,
- names and addresses of two planners,
- agreement to name a support team (3-4 persons) to work with planners on preworkshop assignment and to make a serious effort to effect situational lay education,
- agreement that planners and support persons will attend Orientation,
- agreement that preworkshop assignments will be done,
- agreement that planners will attend all sessions of the workshop.

The support team requires persons involved in lay education and able to influence the church's programs (pastor, committee chairman, "power structure" people, etc.).

Securing commitment is very important. A church that accepts and then drops out at the last minute keeps another church from participating. Follow-up phone calls and reminders may be helpful.

A responsible approach to commitment lets the churches know that your committee is taking the workshop seriously, and that it is going to be a legitimate and useful training event.

Conduct Orientation Meetings

Participating churches--
their support teams, and
their planners named to attend the workshop--
need a clear understanding of the total plan and their involvement. When commitment has been secured, Orientation Meetings can be held for all participating churches, probably in clusters of two or three, depending on distances. Schedule as many identical meetings as necessary so that each participating church can attend at a convenient location. Orientation Meetings should occur one month before the scheduled workshop, to give plenty of time for the interim assignment.

Persons who will attend a $2\frac{1}{2}$ hour Orientation Meeting are:
- the support team from each church (3-4 persons)
- the planning team from each church (2-3 persons)
- the leaders for the workshop (or their representatives) who will conduct the orientation.

Orientation Meetings are to help participating church personnel to "get on board" and to clarify their involvement in the training venture.

These meetings include:
- clarification of the details of the training design and the roles of planners and support persons
- brief initial review of basic ideas of the situational approach to lay education (including reading assignments for further exploration)
- assignment and clarification of interim tasks to be performed before the workshop.

By the close of the 2½ hour meeting, the working group (planners and support) from each church will be squared away to pursue the interim assignment. The better the work done by that team, the better the start their planners will have in the opening session of the workshop to follow.

The ASSIGNMENT can be given as follows:

1. Develop a one-sentence "working purpose" of lay education in your church.

2. Gather information about your laity, your church, your community.
   What are the interests, needs, issues?
   What are the situations of the laity?
   What would they like to learn and do?

3. Read Lay Education in the Parish.
   (Required for planners before the workshop, recommended for support team: copies for planners should be supplied at orientation.)

TOOLS for the first two tasks can be distributed as the assignment is given. Samples are included in the design at the end of the First Session as follows:
   Work Sheet Ia, "Suggested Ways to Gather Data,"
   Work Sheets Ib, Ic, Id--sample forms for surveys of the congregation,
   Work Sheet I, "Information-Gathering"--form for collating data gathered by various means,
   Work Sheet Ie, "Develop Purpose."

Allow time for participants to examine these forms, ask questions, and discuss possible uses of them, as well as other ways to gather data. NOTE the type of information secured in different forms. Work Sheet Id furnishes a unique personal source in that respondents complete the questions, creating their own ideas, as opposed to merely checking the concerns listed in Ib and Ic. You may include a brief THEORY session to help on "developing a working purpose."

In the one-month interim, the church teams actually begin to PRACTICE two planning steps. They will learn a great deal about these steps in the workshop as they work with their preliminary results. They will see inadequacies in their data and purposes, and will decide other ways to improve these steps.

As Orientation Meetings close, be sure the planners have exact details on dates and location of the workshop they will attend. They need to know the opening and closing hours and a rough idea of the schedule.

An ALTERNATE APPROACH can be developed if it is impossible to hold face-to-face Orientation Meetings. You will probably have to depend on mailings and follow-up phone calls. Plan your approach carefully with the participant in mind, and be sure that whatever you put on paper is easy to read and very clear.

EVALUATION

Building evaluation into a learning event is an important step toward the end of the planning process. THEREFORE, let workshop leaders exemplify this in the way evaluation is built into the workshop.

Step-by-step Feedback--A Natural

The workshop method has a natural feedback process already built in. When planners post newsprint sheets of their practice results as they proceed through the various steps, leaders get instant feedback on how the learning is going. The SHARING/EVALUATION sessions give opportunity for student self-evaluation and leaders' participation in it. Make the most of these evaluative opportunities and adjust your procedures in response to what you find out. Follow up obvious learning needs as they emerge with individuals and teams.

Pre- and Post-Evaluation Forms

To measure overall results, you will have to find out where the student-planners are before the workshop and compare that to where they are at the end. An identical evaluation form can be used in the opening session and at the close. It should be written to measure changes that may occur.

Work Sheet VIII is an example, but try to develop your own. If anonymity is desired in the interest of greater honesty, ask the students to identify their forms with the last four digits of their phone numbers. With this information you can match the pre and post forms after the workshop.

Or--let one leader do a quick matching during the last session. He can summarize apparent progress and ask for verification. Pre and post sheets can be given back to the students (temporarily) so they may evaluate their progress.

Oral Evaluation

Occasionally it helps to hold a brief discussion on how the workshop is going. Leaders will have to be very open and

convince student-planners that you really want to know. If you appear threatened, or become defensive of your methods, it will harm rather than help.

Don't depend solely on oral evaluation sessions. You only hear what people are willing to say "in public" before others. Also, some may feel obligated to support the leaders and be overcomplimentary, which may stifle honest criticism from others. Mix other means of getting feedback with whatever oral evaluation you use.

Testing Feelings

A quick test for group feelings may be needed at various points in the workshop. Although total group sensitivity and relationship are not primary objectives in planning skills training, they cannot be ignored. Interpersonal relationships in the planning teams are important and should be checked.

A simple line, ranked from poor to excellent can be posted outside the door of the room for planners to check before or after any session. Each person puts a mark on the scale at the point closest to his own feelings. Leaders are not around when this is done. Individual responses are sought, not team or group decisions. (A sheet for each individual can also be used for the same type of feedback.)

To what extent do you feel free to express yourself in the workshop?

Not at all |_____|_____|_____| Completely free

To what extent do you feel you are learning planning skills so far in the workshop?

Not at all |_____|_____|_____| A great deal

How does the learning approach fit your preferences and style thus far?

Not at all |_____|_____|_____| Completely

Such a technique can be used for "instant feedback" on other areas where you want information--leadership style, pace of the workshop, a particular theory session, the schedule, etc.

Follow-up

The real measurement of whether operational skills have been learned must wait till student-planners have returned to their churches and attempted to use those skills. Consider how the committee could get feedback three months, six months, or a year following the event. Problems encountered in local church planning will give clues for concentration points in future workshops.

In Summary

Workshop leaders in your own planning may well use Work Sheet VII yourselves to decide:

- what you need to find out, and
- how you will go about it.

That would be practicing the skill of building in evaluation before you attempt to lead student-planners to learn it.

Let the idea of SELF-EVALUATION come through in your own evaluative procedures. The student-planner is evaluating his own learning (with you), as well as giving you feedback about how the workshop is going. AVOID the impression that you are collecting secret data to be fed into your mystery computer which will make judgments about him as a person!

The learning experience is what is being evaluated, so that changes can be made to make it more effective for the student-planner himself.

YOUR PREPARATION

Begin to prepare in earnest as soon as you are chosen to lead the workshop and receive this design. If you are part of a leadership team, make every effort to plan together.

1. Read the entire design, making marginal notes and reactions as you read. Jot down additional resources that occur to you or changes to fit your situation.

2. Read and study Lay Education in the Parish, noting passages for workshop study. Make marginal notes, underline, write in questions--anything to clarify what the book says.

3. Converse with planners wherever you find them. Find out what their problems are. Observe good programs of senior high and adult education.

4. Examine listings of resources to discover a wide range of materials to have on hand. Order what you need early.

5. Examine the lay education resources provided by the church--Trends, Enquiry, and the Decade Books. Plan how they can be used.

6. Restudy the material for six workshop sessions and determine specific responsibilities for team members.

7. Consider which of the appendixes, work sheets, or other materials you wish to duplicate for Orientation Meetings or workshop use and have this done (also resource lists).

8. Secure all details for Orientation Meetings.

9. Become familiar with the facilities where the workshop will be held. Request chalkboard, tables, overhead projector, large quantity of newsprint, etc. as needed.

ROOM ARRANGEMENT AND FACILITIES

Your students as laity are learning by inquiring and practicing. Room arrangement can facilitate the learning or hinder it.

1. Suitable Room. You need a large, flexible room that can be rearranged as needed for the various learning activities--individual or team work, posting of team plans, total group discussion, theory sessions, etc. This calls for functional, movable furniture, and usable wall space.

2. Seating Arrangements. Never use a lecture setting with straight rows of chairs. That says all the data is coming from you, up front, and the group is to absorb it. Tables set in a square help face-to-face encounter and also give work space. They can be rearranged for teamwork. Vary the setting as each session may require. Learning expectations are sometimes quickened when the setting changes.

3. Display and Library. Display resources in an easy-to-see place, yet not to distract from any session.

4. Visualization. Retention is aided by seeing. That calls for frequent use of a chalkboard, flip chart, overhead projector, or newsprint sheets. Ideas can be recorded on sheets and posted about the room for later reference. The work of teams on various planning steps can best be discussed if written on a large sheet and posted.

ORGANIZING INFORMATION, REVIEWING PURPOSES, AND IDENTIFYING MAIN CONCERNS

Planning Steps Involved:
1. Determine Basic Purpose.)
2. Gather Information.) Practice begins at home.
3. Identify Main Concerns.

Questions Answered by Each Step:

Step 1. Why is our congregation doing lay education?
What will laymen be accomplishing?

Step 2. Who are our laity?
What are our concerns--what do we care about?
What do we want and need to learn?

Step 3. What is most important and immediate in our data?
What top-priority issues should be treated first?

The Importance of "Information" and "Purpose"

The situational approach begins with information about the laity and a basic purpose for a program of lay education offered by the church. The approach takes the concerns, issues, problems, interests, and needs of Christians and plans an educational program from that data--a program consistent with the purpose.

Thus, accurate information about the layman's situation is essential if he is to struggle with the meaning of faith and action in the midst of the real questions of his life. Also essential is an overall aim that is educationally and theologically sound--consistent with the nature of the church and its laity.

Church education has not always begun at this point. Frequently a curriculum magazine or book has set the agenda for us, without overt attention to the church's purpose in education or the interests of the laity. It may be strange for workshop participants to begin here, but this is primary, if the local church is to take the initiative and plan situationally.

Thus, this first session deals with the purposes and the information participants have brought from their preparatory assignment (given at the Orientation Meetings).

Note: The workshop design assumes that Orientation Meetings have been held one month previous, and that planners have gathered data and written a working purpose with their support team at home (or-- at least the assignment was given by mail).

If you did not use this pattern (suggested in the introductory section) and your students have done no preparation, you will have to use the first session for them to:

a. create information on their laity from memory (perhaps using the work sheets) and
b. write a working purpose in class.

Practice on later planning steps depends on data and purpose. Without them, the planners have nothing with which to practice.

First Impressions

Your students will form initial attitudes in this first session--about you as leaders, about the direction of the workshop, about one another, and about whether the event is going to "make it." Try to let them know by all that you do--

- that you are serious about the event as an orderly learning experience;
- that you regard all participants as important and you are concerned with their learning.

First Session Plan

Using the threefold learning approach suggested for the workshop (p. 9), the first session looks like this:

Participants' Tasks	(not in exact sequence)	Leaders' Tasks
↓	SHARING/EVALUATION	↓
Complete preworkshop evaluation sheet. Share methods of information-gathering. Review data on laity. Review "working purposes"--compare various elements and discuss. Get acquainted with other planners.		Provide open atmosphere and sound procedures for accomplishing tasks. Facilitate group interaction, listening, and getting acquainted. Ask questions that provoke thinking on purposes and data. Give clear instructions for completing evaluation sheet.

Participants' Tasks	Leaders' Tasks
	THEORY EXPLORATION
Review workshop plan, objective. Review situational approach from background reading; discuss and clarify understandings. Gain working knowledge of Step 3--"Identify Main Concerns"--so as to be able to practice it.	Provide brief, visual review of workshop plan and objective; facilitate discussion of these, as needed. Utilize sound procedures for participants' discussion and understanding of situational approach. Give clear explanation of task to be accomplished in practice on Step 3; provide Work Sheet II and assure students' grasp of how to use it.
	PRACTICE
Identify three main concerns from data on laity; select one for practice on next step.	Facilitate students' practice. Be available for individual or team counseling as needed.

As the First Session Begins

Have the room and equipment ready early so that you are free to greet people as they arrive. If you want name cards, each student can print his own name with a marking pen on an index card as he arrives. Such cards, folded to stand up, make communication easier if you are meeting around tables.

Preworkshop evaluation sheets (see Work Sheet VIII) are distributed as students arrive. They can begin immediately, so that this pre-session activity is completed before the session begins. Participants fill out the evaluation sheet with respect to where they are right now, before any workshop learning commences.

Those who arrive very early may also write their "working purpose" on a large newsprint sheet and tape it on the wall (after completing evaluation sheet). Suggest that they write or print in large letters, and post the purpose in a place easily visible where the group will be convening.

LEARNING PROCEDURES

Conversation by Twos (15 minutes)

Have chairs in twos, facing, for one-to-one conversations. Have brief instructions on chalkboard, overhead teansparency, or large newsprint.

Ask participants to find a person they do not know and get acquainted as others arrive and finish their presession tasks. Suggestions for the conversations:
- Find out name and enough information to introduce other person later.
- Share data-gathering experiences--how did it go, what methods used, any surprises, your feelings about it.

This procedure sets the direction toward individual involvement. Each person expresses himself early and immediately gets into the subject area of the workshop.

Introductions and Sharing on the Information-Gathering (30 minutes)

Bring the group together and let each person introduce his partner by telling--
- his name
- one fact learned about him
- one data-gathering idea or experience shared in their conversation.

Keep this first round of introductions brief and moving. This is not the time for long back-home narratives, or pedigrees, or discussion of the data. It is intended to contribute to getting acquainted and to get before the group quickly some initial ideas and experiences in data-gathering.

After everyone is introduced (including the leadership team) let open discussion continue on information-gathering. You may want to be ready with such questions as:
- How large a sample of the congregation was contacted?
- What methods appear to have produced the most usable data?
- How did the people react?
- Where is your information incomplete?
- Will you gather information differently next time? Why? How?
- What did you discover that you did not expect?

Again, this is a brief period, not meant to be exhaustive on the subject. More will be learned about the data as it is used in the workshop. At this point you are sampling--sharing experiences, beginning to analyze, giving each person an opportunity to contribute to the group and to hear his own voice and those of others. There should be no threat in this kind of sharing. No person is right or wrong, but each has his own particular experiences and ideas to share. Leaders--avoid giving authoritarian theory answers! Opportunities for participants to learn more about the data-gathering step will keep appearing later.

Reviewing Workshop Objective and Plan (15 minutes)

What are we going to do with this data, now that we're into it? Leaders may briefly refer to the importance of data in the

situational approach and review the plan of the workshop--
to practice through nine planning steps, using data brought from each congregation.

A visual statement of the workshop learning objective should be displayed. It is written from the viewpoint of the learner and what he accomplishes (see p.8) in introductory material). For example:

The participant will develop
the skills of
planning
for situational lay education
so that he will assist the congregation
toward an effective program
through the use of orderly planning procedures.

Some reference may be made to what planning is, drawing on introductory material as needed. The threefold learning approach may be visualized, as on p. 9.

This is a brief theory period, mainly for review of what the participant saw and heard at the Orientation Meeting--for checking his perceptions of what we are about. It is not a prolonged theory lecture, but a visual recap. Be open to participants' questions, so that their understanding of the workshop pattern and objective can be clear.

Schedule details, times of meeting, meals, etc., can be posted at this time for students' reference whenever needed.

Reviewing and Discussing Situational Approach (30 minutes)

A more substantive discussion is needed to pull together student understanding of the situational approach to lay education. Again, this is not to exhaust the subject, because primary learnings about the approach will come through student involvement in the planning process later in the workshop. Discussion may not be the best means to accomplish such learnings.

However, at this point they need to share the concepts they met in their background reading, and a preliminary discussion of situational lay education is in order.

Basic questions are:
- What are the identifying characteristics of situational lay education?
- In what ways does it differ from traditional adult church education?
- How does it appear to be attractive to and more effective for the laity?

You can have a transparency ready if you wish on the identifying characteristics, such as:

- Begins with the concerns of laity,
- Offers elective choice,
- Provides flexible patterns and groupings, and varied learning approaches,
- Uses a variety of resources and diverse leadership,
- Is planned locally,
- Explores the meaning of faith and action,
- Engages the laity in inquiry and involves them in planning.

(On a transparency you could underline the verbs in one color and the objects in another.)

BUT--if you build a list from group contributions of characteristics, do not impose your own list as if it were more correct.

BREAK (30 minutes)

The group needs time out for coffee, Cokes, conversations, etc. Sessions of $1\frac{1}{4}$ to $1\frac{1}{2}$ hours are usually fitting, with a 30-minute break between. Informal, voluntary "groupings" during breaks are an important part of learning and relating.

Sharing of Working Purposes (30 minutes)

After the break, each person or team should have already posted their one-sentence "working purpose" on newsprint. For a brief period, let the group examine these and identify elements that appear frequently, or seldom, or not at all. You may want to refer to Work Sheet Ie for questions to address to the purposes in analyzing what they contain.

Consensus is not what you are after here. All teams do not have to agree on one central purpose. This is to increase participants' grasp of what a purpose is, so they can assist local planners in creating one that fits their congregation. Each purpose developed by a team or individual will be unique to them.

Working purposes can be revised at any time during the workshop as participants desire.

Exploring Theory on "Identifying Main Concerns," Step 3 (15 minutes)

It is time for participants to practice the third planning step. They did their practicing on Steps 1 and 2 at home before coming to the workshop. They are into the subject now and have done some preliminary reflecting and sharing.

This brief theory session is mainly leaders' instruction to get students started on their practice.

Identifying main concerns is the first refinement of the raw data accumulated in Step 2. Participants examine the information they have and list as many of the laity's concerns as they can find. They then analyze those concerns and lift out three that appear to be important enough and urgent enough that learning opportunities should be planned to deal with those three concerns.

Work Sheet II is provided to help in the analyzing and ranking process. It may appear to be mechanical, but it is only meant to help students to decide which are the three main concerns. If you use the work sheet, it can be in the planners' hands as you present the "theory-instruction" for this step.

Be brief! This is not complicated theory.

Since planning is answering questions and taking the answers on to the next step, you should visualize the questions that the planners are answering as they practice Step 3:

> What are the most important and immediate concerns in our data?
> What top-priority issues should be treated first?

Planners need to see that concerns come in different varieties and intensities from personal to relational, to ecclesiastical, to community and worldwide issues, etc. Appendix C, "Quickie Definitions," makes some distinctions that you may find helpful.

BUT--don't confuse the planners or get trapped in semantics. There is overlapping in the definitions, and it is a waste of time to debate whether something is an "issue" or a "problem."

The WORKING PURPOSE is essential here. It should help planners decide which concerns are fitting for study/action in church education, since the adult program cannot possibly deal with all the concerns that appear.

At this point, planners are not looking ahead and speculating on what kind of learning events they could create, or what the leaders or resources may be. They are taking the first small step of narrowing down the large mass of data they have gathered.

Allow for participants' questions as you explain Step 3, to be sure they know how to start their practice. BUT--don't hold a prolonged discussion. Many of the pertinent questions can be dealt with as leaders circulate among the teams in the practice period.

Before beginning the practice period, be sure the planners understand what will be its results:

- three main concerns identified and posted on newsprint by the beginning of the second session;
- one of the three selected to work with on the next steps.

Practicing Step 3 (45 minutes)

After the brief "theory-instruction," let the planners begin their practice on Step 3.

If the workshop participation pattern enlisted teams of two or three persons from a church, each team will work together. If not, individuals should work alone, so as not to confuse the data from two congregations.

Leaders are available for questions and team counseling as needed. You may wish to circulate after they have been working for a time. BUT--don't intrude or give the impression you are looking over their shoulders to correct their work!

IN SUMMARY

The first session can end with planners at work on their practice. A plenary wrap-up is not necessary for this step.

> The learning procedures above are given in detail since this is your first session and since "homework" needs to be reviewed. Later sessions will include background for theory sessions and procedural suggestions. Once the pattern of THEORY EXPLORATION, PRACTICE, and SHARING/EVALUATION has been established the workshop will move more smoothly.

Rearrange the procedures as needed to fit the pattern of your workshop. For instance, this first session may be too heavy for a Friday night at a weekend workshop. In that case, carry over till Saturday morning what is not finished. BUT--watch the overall schedule so that participants receive the benefit of practicing through the complete sweep of the planning process, with time for "reentry" and "structure" questions at the end.

Before the Next Session

If you want to assign readings or tasks for participants to work on before the Second Session, do so, and visualize. However, be realistic about the time available and student interest!

Optional Possibilities

Review and revise "working purpose";
Check data again to be sure main concerns are justified;
Review background reading.

END OF FIRST SESSION

INFORMATION-GATHERING

This early planning step furnishes the data to be used in later steps. Findings from various data-gathering methods can be transferred to this form. (See Work Sheets Ia, b, c, d.) Concentrate on persons. Some institutional facts are useful, but only to help planners serve persons.

A. About Your Congregation and Community

Name of Church _____

Address _____ City _____ State _____

1. What is the composition of your congregation (check most appropriate choices)

___all white ___all black mostly _____ some _____

___fairly large number of older adults ___fairly large number middle-age

___fairly large number of young adults ___many children ___many teen-agers

___increasing___decreasing membership ___increasing___decreasing attendance and participation ___stable congregation ___transient congregation

2. Approximate number of members _____

3. Who or what group(s) is (are) responsible for lay education?

4. List educational activities for the laity: (i.e., classes, groups, circles, etc.)

Activity or Group	Average Attendance	Who Is in Charge?

5. How are subjects for study, or for programs, or for areas of action, selected in each group or activity listed in # 4?

6. What are the main emphases in your congregation? (What seems most important?)
   Of the minister?

   Of the official board?

   Of the congregation-at-large?

7. What are the current "hot issues" in your congregation?

8. About your community: Population_____; ___increasing___decreasing

   Economic level: Approximate percentage of lower income___middle income___
   high income___. Majority/minority occupations_____

   Politics: Conservative___ liberal___ Comments:

   Churches: What denominations are present? which has greatest influence?

9. What image does your congregation have in the community? (What stands out?)

10. What are the current "hot issues" in the community?

11. What are the churches doing about them?

B. About the Laity

An important part of the information gathered is about persons. Live data is called for about the members and their situations. Some of it will be your opinion, but as much as possible should be verified, and come from actual conversations, interviews, and surveys with members of the congregation (see Work Sheets Ia,b,c,d).

Chapter 1 of Lay Education in the Parish is background for your investigation.

12. What daily "problems of living" do the members speak of most often?

13. On what "hot issues" are there strong differences between the youth of your congregation and the adult members? between other groups of members?

14. What opinions do the members have about the church and their belonging to it?

15. What questions and concerns are common among the laity? (from personal matters of faith and life to community and worldwide issues)

16. What "Christian beliefs" do members reject? What do they question? What do they retain?

17. What subjects, issues, problems would members like to study, if given the chance? On what do they want to take action?

18. What do they think of your church's current educational program for the laity?

What percentage of the membership is engaged in adult church education?

19. What types of learning activities are preferred by what types of members?

20. In what community activities, clubs, groups, do members participate? Which are regarded as most important? Why?

SUGGESTED WAYS TO GATHER DATA

Each planning committee finds methods of information-gathering that are most suitable and productive for them. More than one method is needed for balance and to check for accuracy. One approach supplements, corrects, or verifies another.

Conversations. People talk to people in casual conversations. What do we talk about? What angers us, confuses us, overwhelms us, or makes us anxious? What do we care about--enough to engage in further learning or to take action?

Interviews. The planner, by telephone or in person, asks specific questions. The information source may be a community figure who knows certain issues. He may be in the church--a parent, a teenager, an officer, a "fringe participant," a skeptic, a pastor, or one of a sampling of the membership. The skilled interviewer does not stay rigidly with prepared questions, but branches out to follow the leads he picks up.

Checklists--Surveys--Questionnaires. The congregation (or groups within it) can be surveyed by a questionnaire designed to uncover concerns about which there is a willingness to learn. Allow space for "other" responses, not just the questions you ask. Caution: planners who depend entirely on this method can be fooled. It is easy for a layman to mark items on an impersonal sheet while he has no intention of attending a church event to pursue them. Interviews may well follow surveys to corroborate data or to seek below-the-surface causes and information.

Brainstorming. An existing church group may be willing to allow planners fifteen minutes for a quick round or two of brainstorming on a question like "What is the most serious question you have about Christian faith?" or "What are the two most urgent concerns of your life right now?" In the brainstorm technique there is no discussion. Each person tosses in any idea he wishes to contribute. Planners serve as recorders.

Serious Discussion. An existing group or one created for this purpose can take the same questions (above) and discuss them. The discussion digs below the surface into what really lies behind the concerns, what areas of faith and action call for more serious learning. Planners record as much as possible.

Observation of Present Program. Through participation in present study groups or contact with students and leaders, planners can pick up valuable learning needs as they appear in class sessions. "Unfinished agenda" items are usually evident. Interviews with leaders, participants, and dropouts will also supply data.

AND ABOVE ALL -- LEARN TO LISTEN!

SURVEY OF CONCERNS

(SAMPLE. WORK SHEET 2b
May be duplicated, revised, etc., to suit planners' task of gathering information.)

To the adults of our congregation:

WHAT ARE YOUR CONCERNS?

If elective study/action opportunities are offered in our church and our community, what are you most likely to attend?

Male ____ Female ____ Age _____

I PREFER		ABOUT	AND I FEEL		
to learn	to act		not interested	interested	highly interested
		Vietnam-Cambodia-Laos.			
		Christian faith in a crisis world.			
		Black-white militancy; human rights			
		Our church and social issues.			
		U.S.-China relations.			
		The draft. (Selective Service System)			
		Pollution, population, ecology.			
		Sex, marriage.			
		Personal identity in impersonal society.			
		Women's liberation.			
		The Bible in the 20th century.			
		Arab-Israeli problem.			
		Law and order; crime and police powers.			

SURVEY OF CONCERNS

I would like:	About these topics I am: not interested	Interested	Enthusiastic
1. Meaningful experiences with persons of: another race, another religion, another country, another economic level, another generation.			
2. To make changes in the church or community or beyond, and at the same time be of genuine service.			
3. To explore non-God-centered religions such as secularism and nationalism to discover influences on Christianity and culture.			
4. To improve my skills of understanding and interpreting the Bible.			
5. To study current attitudes toward family life and the "sex-revolution."			
6. Guidance in exploring other world religions.			
7. To study the environment and make some effort to change it.			
8. To study first-century Christians and culture to see similarities, differences, and relevance to culture and church today.			
9. A better understanding of the Roman Catholic Church and how it is changing.			
10. To experience and explore meaningful worship in a variety of settings and style.			
11. To explore what our denomination is doing and why on social issues, such as race, poverty, war, ecology, economics.			
12..			
13.			
14.			

WORK SHEET Id

COMPLETION QUESTIONNAIRE

The information that you supply here will be used by those who plan lay education in _____ congregation to create more interesting adult education programs. Your answers will be taken seriously so that opportunities for learning and action can be more closely related to your interests and concerns.

Do not give your name. This is anonymous information.

Please complete the following:

1. With my friends, I most frequently discuss

2. I wish I knew more about

3. When I think about my Christian faith,

4. The greatest need in our community is

5. When I attend adult education programs (or classes) at our church, I feel

6. If I could change adult education in our church, I would

7. When I worry, it is usually about

8. When I think about our country,

9. My questions (or doubts) about my faith are

10. The most serious problem of the world right now is

Age _____ Male _____ Female _____

My present involvement in adult church education: Never___ occasional___ regular___

Return by _____ to:

DEVELOPING BASIC PURPOSE

A purpose for lay education answers the questions:
Why are we doing lay education in our church?
What will laymen be accomplishing when they participate in our program?

Writing a one-sentence "working purpose" is a practice effort for the Workshop, like "gathering information." The purpose is used at the Workshop as other planning steps are practiced. It may be rewritten or revised at any time. It is not official--not to be adopted by the session or lay committee.

A purpose is--an overall aim, or goal, a rationale for maintaining the program. It gives direction to the planning that follows. The working purpose is long-range, not to be confused with learning objectives which will be written later for each specific event. (Step Five)

Various elements reflecting the nature of the institution that maintains an educational program and the nature of adult participants should appear in your purpose.

LIST a few ideas you want to include:
- to reflect the nature of the church as a group of believers.

- to reflect the theology of the church.

- to reflect the nature of the laity and adult learning characteristics.

WRITE A ONE-SENTENCE WORKING PURPOSE:
The purpose of lay education in our congregation is

CHECK your purpose: does it--

1. Say what laymen will be accomplishing?
2. Recognize lay interests and concerns?
3. Reflect the nature and theology of the church?
4. Reflect adult learning characteristics and sound educational principles?

No	To some extent	Yes, with clarity

REVISE YOUR PURPOSE AS YOU WISH.

IDENTIFYING MAIN CONCERNS

This planning step begins to analyze and organize the information on Work Sheet I (Ib, c, d) and other forms used in Information-Gathering. The result is several "main concerns" identified as most important to the laity.

LIST on the left all the general concerns that appear in your data. (See especially Work Sheet I, "hot issues," p. 2, and questions 12-20, pp. 3-4.) Examine all the information you gathered for obvious concerns.

When you have finished listing, CHECK to see what you have. Which are personal matters? Which are larger issues? About which should lay education do something, in keeping with your Working Purpose?

Use the next columns to RATE the relative importance of the concerns by giving each a 1, 2, or 3 rating. On the basis of these quick ratings and your team discussion, give each concern a 1, 2, or 3 rating in the "Priority" column.

CARRY OVER to the right-hand column only those concerns you feel are major, worthy of and requiring a future educational effort. Keep the concerns broad; don't attempt to refine them. That will be done in a later step.

Concerns	How widely felt?	How vital to church?	How vital to community?	Need more data?	Priority rating	MAIN CONCERNS

FOCUSING MAIN CONCERNS

Planning Step Involved: 4. Focus Main Concerns Into Manageable Subject Areas.

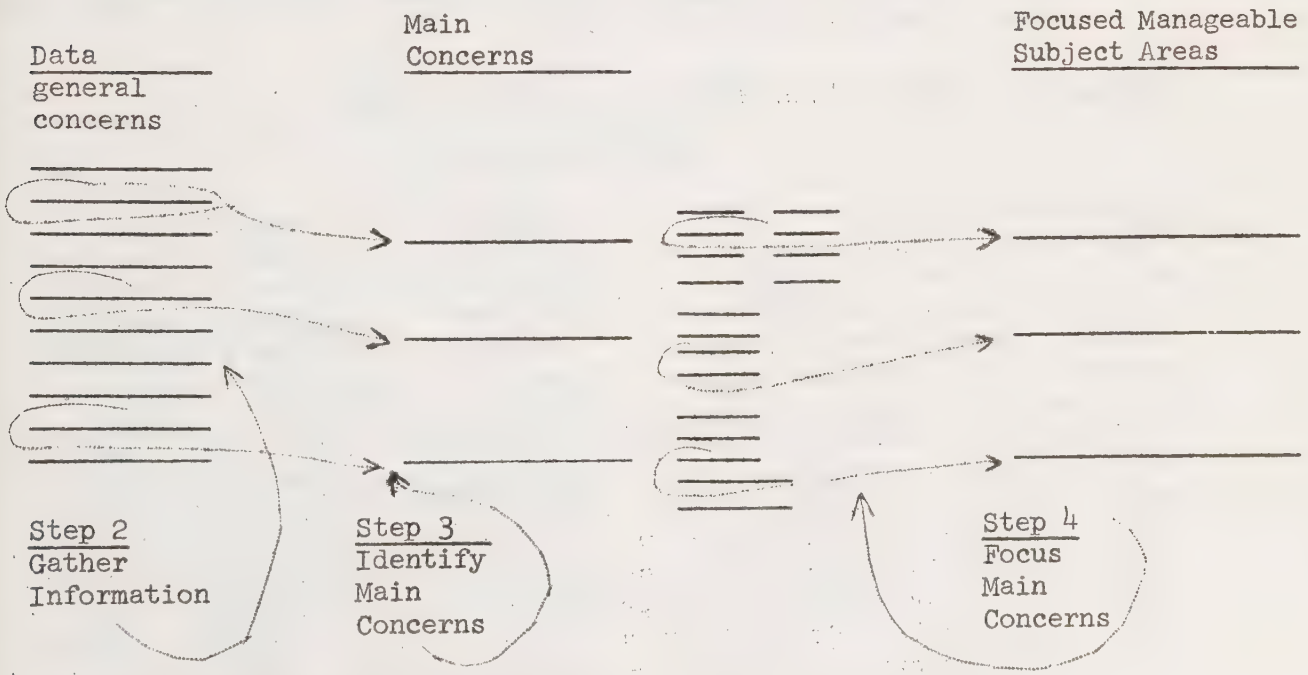
Questions Answered in This Step:

Step 4. What key questions are laity asking about each main concern?
What do our laity want to learn and do, and need to learn and do about each main concern?
What is the manageable segment that is most urgent in each main concern?
What is feasible for our program?

The focusing step is further analysis and sorting of the information--a next step after the initial refining already done by identifying the main concerns. Each main concern is examined and narrowed to the most pertinent, manageable subject area for study/action.

This step is similar to focusing a camera or projector lens. First, you broaden the concern by seeing all the questions the laity have about it and the subtopics within it. Then, you narrow it down to sharp focus on the most manageable and urgent area on which you want to concentrate.

The sorting and organizing of data can be visualized:



A main concern is probably too broad for immediate planning of an educational event around it. In Step 4, planners take a hard look at

the concern and back to the laity who made this a major item. Out of this process comes a focused subject area to take on into the next steps of forming objectives and designing a learning format.

To examine the main concern, planners look from two important perspectives:

- from the viewpoint of the laity and
- from the subject itself.

Since planning is asking and answering questions in an orderly sequence, there are particular questions to be addressed to the main concern--

about the laity and their questions, needs, etc., on this matter — and — about the concern itself--subtopics within it, key questions, etc.

It is hoped that planners will discover some points of intersection where the laity's questions are close to a subtopic within the concern. These are the points where a manageable and pertinent subject is to be found.

Work Sheet III is a tool to help planners focus in this way. The leading questions are there. REMEMBER--Work sheets are NOT tests for filling in all the blanks! They are tools to help the planner work and organize his thinking as he practices his way through each step. Let each planner feel free to use or not use the work sheet as he desires.

Again, using the threefold learning approach of the workshop, the Second Session looks like this:

Participants' Tasks (not sequenced)	Leaders' Tasks
↓	THEORY EXPLORATION ↓
Gain working knowledge of Step 4, Focus Main Concerns, so as to be able to practice it. Review theory of Step 3, Identify Main Concerns, so as to see the progression of analyzing and organizing the data. Understand anew the importance of the laity in the situational approach and the place of the working purpose, so as to be able to focus with the laity's learning needs and the church's purpose as primary elements. Explore ways adults learn in preparation for the next step.	Provide clear, visual explanation of Step 4, with instructions for practice period, use of Work Sheet III, etc. Respond to student questions until they are ready to practice. Point out connections between Steps 3 and 4, so that analysis of data is seen clearly. Make references as needed to the place of the laity and the utilization of working purpose in this situational approach, to aid students' working knowledge. Lead group exercise (triads) to explore adult learning; assist group to view adult learning in realistic way.

Participants' Tasks	Leaders' Tasks
PRACTICE	
Complete any work unfinished in Step 3. Focus one main concern into manageable subject areas; identify one area for practicing the next step. Focus other main concerns for practice if there is time. Revise subject areas as desired after Sharing/Evaluation period.	Facilitate students' practice. Be available and give assistance to teams or individuals as needed.
SHARING/EVALUATION	
Share the three main concerns identified in Step 3; comment as time permits. Share and discuss the manageable subject areas that result from practice on Step 4. Continue to relate to other students (and leaders), exchanging ideas, opinions, etc.	Facilitate group interaction, listening, and mutual contributions to group learning. Ask questions and evaluate to facilitate students' grasp of focusing process; offer alternatives and help students evaluate their own practices.

The major time in this session should be given to student practice, and the sharing that follows. This is a difficult step, since the local church has not had to do this in traditional programs. Curriculum quarterlies came with subjects already focused and divided into convenient segments. If planners are to do this for themselves in order to take their own laity more seriously, it will take hard work to develop the skill. Careless work here will only lead to difficulties later on.

Try to save time for the last 30-40 minutes of triads on adult learning. This is preparatory to the next step, brings about new relationships that are important at this point in the workshop, and it is "more fun."

LEARNING PROCEDURES

Completing Step 3 and Sharing Results. (15 minutes)

If time was short in your First Session, allow planners a brief period to finish their practice on Step 3. A quick round of looking at the results is helpful. This is not for discussion of the concerns, but mainly for seeing the variety, identifying similarities and differences.

You are ready to go ahead when all have posted on newsprint their three main concerns, have circled or checked the one they will take on to Step 4, and have examined the variety represented from the different congregations.

Theory on "Focusing Main Concerns," Step 4 (20 minutes)

Be prepared with a brief, visual presentation explaining what planners do when they focus a main concern into a manageable subject area. You may want to draw on the material above.

An easy way to visualize is to build the diagram on p.47. Beginning at the left, you can identify what they did in listing a large number of general concerns from their data. You could write in on the blank lines a few examples from concerns they furnish. As you take the diagram on to the right, planners should see the developing process of organizing the raw data into a usable, focused form. They should see the relationship of Steps 2, 3, and 4. Allow for questions! We never know how clearly we have explained something until the learners ask questions on points they have not understood.

Work Sheet III can be in students' hands. Its two columns visualize the two perspectives from which they do their focusing. Stress the laity perspective, since that is the new one. (We have built "courses" from subjects for a long time.)

Be sure that the questions to be answered in doing Step 4 are clear, since again, planning is answering questions. Examples are listed on the first page of material for this session and on Work Sheet III.

When you feel the planners are ready, move into the practice period. Instructions should be clear that the result is: one main concern focused into manageable subject ares; one area selected for the next steps and posted on newsprint. (It is helpful if it can be on the same sheet with their three concerns posted earlier.)

Those who finish early can be encouraged to try to focus another main concern, perhaps one of a different order.

Practicing on Step 4 (55 minutes)

A large block of time is needed here, since this is a new process, a difficult step, crucial to later planning steps.

Leaders must be available for counseling. Don't get involved in team discussions of subject matter. Rather, try to keep planners concentrating on answering the questions that go with this step. They will have a tendency to discuss the subjects and "have the event" right there, but this must be avoided.

Be alert to planners' own agendas that crowd out the laity's concerns. Or, they may go "global" and lump specific concerns into a large panacea, like "communication" or "relationships," thinking to solve all the laity's problems in one fell swoop! It can't be done.

Rather than broadening, this is a narrowing step. The result is a specific, limited area for which a learning event can be planned. We are practicing with only one area, which means that many will have to be discarded for now, to be picked up later in back-home planning.

Checking "Trends" and "Enquiry" may be a helpful activity. Have several copies on hand so planners can examine them. Here they will see how an "issue" has been treated from various viewpoints and how many subject areas may exist in one major concern.

If there is much confusion, you may want to interrupt the practice period for a brief group session to air problems and clarify directions. Keep it brief and let planners return to practice as soon as possible.

BREAK

Sharing the Results on Step 4 (40 minutes)

Focused subject areas should already be posted on newsprint as you reconvene after the break. Encourage participants to ask questions of one another as to why they focused the way they did. A crucial question to keep before the group is:

- Is this subject area really focused and manageable?

Avoid endless discussion or arguing about fine points. No one is to force someone else to change his focus. Group consensus is not to be sought. Rather, has each planner learned the skill of focusing? The group is to help one another learn through the sharing of ideas, opinions, reactions, or suggestions. Planners are free to revise their work at any time.

Leaders will have to be alert to teams or individuals who have not made it, and need private help before going on.

Sharing/evaluation periods get boring unless you keep them moving. Don't stay too long on any one team's work. Move to others as quickly as possible. Try to encourage all participants to comment as they wish, so that you do not have two or three high participators making all the evaluative suggestions.

Exploring Adult Learning (50 minutes)

Since lay education is about adult learning, it would be well to change pace here and do some theory exploration about that concern. The planning process per se is set aside for a time.

Instead of a theory presentation, a film, or other means of introducing data on adult learning, the planners themselves are the sources of information. As adults, they have all had many experiences of learning. The group will draw on their own experiences now to explore how adults learn.

The method can be triad interviews to bring out what is already known about adult learning in the group. See Appendix D for how to use this learning technique.

Let students form groups of three with persons they have not come to know very well thus far. Have the chairs arranged in threes (facing in).

The triad interviews will give each person an opportunity to think about how he has learned something--what factors contributed to the learning.

The subject for the interviews is "How we have learned." Suggested questions for the interviewer role could be:

> Can you recall something you have learned in recent years?
> How did you learn it?
> What factors contributed to your learning? (i.e., motivation, resources, setting, a person, method, etc.)
> Can you say why you learned?

In the plenary after the three five-minute interview periods, you will probably want to record on chalkboard or newsprint sheets some of the things students heard someone else say. Use three large areas: first, WHAT did someone learn? then, HOW did they learn it? and WHAT FACTORS contributed to the learning?

You may want to comment or elicit student comments on the types of things learned. Some will be skills, some cognitive matters, some relational, etc. Also the HOW's and LEARNING FACTORS can be reviewed. This is helpful preparation for the next steps on forming objectives.

If you have time, have the same triads meet again for discussion--without the disciplined structure of the interview roles and time limits. Students will enjoy the freedom to talk openly with those who have just shared the prescribed, restricted exercise. You may point out that the "roles" are still operative in good discussion, but voluntarily this time. They can continue on "adult learning."

The triad activity should be a good relief after the hard work of focusing.

Before the Next Session

Leaders may have optional interim work on the board for planners' "homework" if your pattern allows.

Optional Possibilities

Revise focused subject area as desired.
Review Lay Education in the Parish, Ch. 2, especially "What Type of Learning?" pp. 40-43.
Read Mager, Preparing Instructional Objectives.

Leaders! If your workshop preparation did not include some hard work on "learning objectives," be sure to read Mager yourselves and the background material for the next session.

END OF SECOND SESSION

WORK SHEET III

BRINGING THE MAIN CONCERNS INTO FOCUS

Main concerns may be too broad for study/action events. This planning step breaks down a main concern into the manageable areas within it, then identifies the most important one for further planning. The focused subject area is more workable for developing learning opportunities in later steps.

A Main Concern (from Work Sheet II) _____

About the Laity	POINTS OF INTERSECTION	About the Subject
What questions are members asking that make this a main concern?		Into what subtopics does the concern divide?
What do they want or need to learn and/or do about it?		
What conflicting opinions exist among the laity about the concern? (Be specific.)		What related subjects or issues appear to be important to consideration of this concern?
On what facets of the concern are members not informed? misinformed?		

Focusing: EXAMINE and DISCUSS the above. Where do "subtopics" and members' questions intersect? LIST below specific manageable subject areas for which learning opportunities should be planned for those who feel this concern.

✓ CHECK the most important subject area that you would select for immediate planning.

WRITING LEARNING OBJECTIVES

Planning Step Involved: 5. Form Objectives.

Questions Answered in This Step:

Step 5. What is the desired outcome for the learner, as to his learning/acting?
What may he expect to accomplish?
How will we know he has accomplished it?
Why (to what end) are we creating a learning event in this subject area?

Planners now are ready to take their focused subject area one step further in the process of translating data into learning events.

Writing a learning objective is a specific skill. An objective describes--from the learner's viewpoint--what he will have learned, what he will be able to do, at the end of the event. Where possible it is written in measurable terms, referring to how the learner demonstrates that he has learned. Those responsible for teaching/leading are able to see that the learning has been accomplished.

Since writing objectives may be an unfamiliar and difficult activity for participants, more background material is included here for your consideration.

About Learning Objectives

Accomplishing this planning step, like the others, is still answering specific questions. This time the questions are about the learner's behavior at the end of the projected event. We are describing as accurately (and realistically) as possible WHY the event will be held.

To answer the questions and write an objective, we lean heavily again on what we know about the laity, their desire and need to learn in this area. We also refer to the long-range goal of lay education, our "working purpose." Against the long-range purpose we write specific short-term objectives for an event. It is hoped that our objectives, as written, are also the layman's--what he really wants to learn and do. If planners are close to the laity, this will be true.

Learning objectives and expected outcomes are a neglected area in adult church education. We have been vague about what our learning opportunities are intended to accomplish. Adults have been trained by default to expect very little in the church's adult program. Becoming specific about outcomes, proceeding according to carefully defined learning objectives may help eliminate much of the fuzzy education now occurring.

BUT--

how specific can we be, how predetermined can the outcome be when we are dealing with the layman's individual response of faith--his emotions and feelings, as well as his knowledge and commitment?

Educators writing about learning objectives are usually "behaviorists." They hold that learning has not occurred unless it can be measured by observing changed behavior on the part of the learner. Thus, they demand objectives so specific that the pattern of behavior desired in the learner is spelled out in the objective. "Terminal behavior"--how the learner performs at the end of the learning effort--is prescribed in measurable terms.

Verb forms such as "to know" and "to understand" are not acceptable because they are too vague. Since we cannot look into the student's mind to be sure of what he KNOWS, we are rather to judge the state of his learning by noting some aspect of his performance--hence tests, quickie quizzes, etc. His performance may be verbal or nonverbal.

Preferred to infinitives like "to know" are: to write, to identify, to list, to compare, to demonstrate, etc. These convey in the objective the specific performance goals expected. Thus, the effort to write clear objectives should maximize the chance of achieving something in the learning activity.

ON THE OTHER HAND, no one can guarantee the response of faith or prescribe exactly what it will be for any Christian who responds to God for himself. Insisting on strict behavioral objectives could lead church educators into the old moralistic trap. We might prescribe certain actions as the proper Christian outcome, and design manipulative learning events in order to bring each layman to the behavior which we have decided is Christian. Actually, our prescribed objectives may not be his at all.

Such a practice denies the believer's free response to the gospel and stifles the learning concept of inquiry. Why should the believer inquire into Scripture, doctrine, the conditions of society, etc., if we have already determined where he should come out?

HOWEVER, if we do not become more specific in our learning objectives, things will just go along in the old general way. Lay education will be all talk and low expectations, with no recognition that learning and action are important possibilities.

So What Does All This Have to Do with Situational Planning?

Just this:

- a learning event should not be offered to the laity without a clear, realizable objective for the learning;
- objectives should be as specific as possible, so that laymen know what they can hope to accomplish and teacher/leaders can proceed with a clear direction; and
- planners (in writing objectives) should take seriously the need for performance goals where fitting, and at the same time not do violence to the layman's free inquiry and the unpredictability of where it may lead him.

About Writing Learning Objectives

In assisting your students to write objectives,
categories of objectives
and
examples

are important handles.

Objectives can be classified as to the type of result expected. Bloom's "taxonomy" identifies three "domains":

cognitive--knowledge, its recall, recognition, and intellectual abilities and skills;
affective--interests, attitudes, values, appreciation, emotions, feelings;
psychomotor--muscular or motor skills.

Mager draws the distinction between:

a description--written from the viewpoint of the learning process to be engaged in
and
an objective--written from the viewpoint of the result (or product) in terms of the learner.

A description of a course is frequently found in college catalogs or adult school brochures, i.e.,
"a study of the cultural factors affecting the American Revolution, including . . ."
This is written in terms of the process, "a study," and the content to be covered.

An objective, however, is written in terms of the performance of the learner at the end of the experience--the product, as Mager calls it. The result--the acceptable minimum performance by the learner--is obvious in an objective; i.e.,
the student will identify four principles of Biblical interpretation and demonstrate their application to various types of Biblical literature.

For lay education, objectives can be written (it seems to this writer) in either of two ways:

- strictly result-product objectives (a la Mager),
  or
- result objectives that give a passing nod to process as well.

The latter may be an easier first step for people who have never written objectives before. As your students write and share their objectives, it is helpful to look for "process-type" phrases and "result-type" phrases.

On Work Sheet IV there are four categories suggested for the classification of objectives in lay education. They might not make it with Bloom, but they are meant to apply to the type of learning expected in situational lay education. Bloom's "affective domain" is caught up in the "cognitive" (deeper levels of knowing and deciding), and in "human development" (changes of feeling). They are spelled out below with examples.

The Cognitive Area

The activity is mental, intellectual. This is the area of what a person knows or understands; it affects his thinking. (Keep in mind Bloom's "levels of knowing" here, from simple memory recall, to comprehension, application, analysis, synthesis, and evaluation.) It is not just simple information that sits in the memory bank, but what a person does with the information in his thinking, reasoning, deciding processes.

For instance: If the focused subject area is one of factual content and the need of the laity is for knowledge and mental activity about that knowledge, the objective is cognitive.
- Black history--a knowledge gap exists.
- The Confession of 1967--what does it say and mean for us?
- Manuscript sources of the Bible--what can be known about the earliest documents?
- The church and social action--why are we involved?

The objectives should be clear and include minimum performance to indicate that the learner has grasped the content at a deeper level than mere memory recall.

Example: Area--"Making Up Your Mind About the Indochina War."

Cognitive Objective--to explore the cultural and historical background of the war in Indochina, (process), so that the student will identify three cultural factors and the effects of four historical periods, and will demonstrate this knowledge in his discussion of and decision-making about the war (result).

The Area of Abilities

This deals with what the learner is able to do as a result of the learning event. What skills will he have as a result?

For instance: If the focused area calls for skills the laity need or want, but do not have, the objective is in the abilities area.

- How to aid persons in prison or in trouble with the law (court procedures, listening, finding sources of legal and financial help, etc.).
- How to facilitate group procedures.
- How to run electronic teaching equipment (projector, video tape recorder) and make effective use of such tools in teaching.
- How to interview community figures for information on issues.

The objectives should include minimum performance to show the student has a measure of the ability.

Example: Area--"Legal Aid for the Poor."
Ability Objective--the student will be able to secure legal assistance promptly for needy persons (strictly result-product).

The Human Development Area

This intends a change in how learners relate to certain persons or groups, or in how they view themselves; an increased sensitivity.

For instance: When the subject area identifies a problem of personal identity or interpersonal relationship, the objective is in the human development area.

- Teen-agers-parents/adults; what does it take for communication to occur? (Much more than a study of "the gap.")
- Clergy-laity; how can we understand one another and relate more openly?
- Black-white; what are we doing that heightens the alienation between us, how can we hear one another, on what can we act together?
- Male-female; what in us and/or our society is a barrier to human relationship, how do we act to relate in a more human way?

Example: Area--"Parent-Youth Conflict."
Human Development Objective--to engage parents in an examination of the cultural symbols of their teen-agers (process), so that the parents will listen, ask nonjudgmental questions, and discuss the symbols openly with their sons and daughters (result).

The Social Involvement Area

The intention of resulting action by laymen is represented there--what is actually done after the learning?

For instance: Action objectives are fitting when a desire to act on a problem has been discovered in the laity. Planners may be tempted to create action objectives according to what they think laymen should do, but that is risky.

- What can we do now about the poverty in our town? How can we do it?
- What can we do now to correct injustices in our courts? How?
- What can we do now about black/white polarization? How?
- What can we do now in draft counseling? How?

→ Instead of forcing laymen to act (a violation of both inquiry and faith), activities inform and facilitate the action of those ready to move or those sufficiently interested in acting to choose the elective occasion. (Probably will include tentative action, then reflection on what happened.)

Example: Area--"Providing Draft Counseling"
Social Involvement Objective--the students will analyze needs and desires for draft counseling and initiate an ongoing program to meet the situation (strictly result). NOTE: This objective could be written to combine process and result, i.e., participants will conduct a survey of young men in the community to determine draft counseling needs (process) and will set up and man a program to fit those needs (result).

The work on writing objectives has a direct bearing on designing a format (Step 6). The objectives of a learning event help to determine format--length, frequency of sessions, and teaching/learning styles to be used.

In some cases, measurable objectives that suggest terminal behavior may be appropriate. They may greatly improve the quality of lay education.

At other times measurable results may be inappropriate and should give way to open exploration and individual response.

It should be remembered that we adults are not necessarily overjoyed at tests, quizzes, and means to measure our learning. Being tested is a threat. If terminal behavior is too rigidly spelled out, we may opt out. Not many adults will elect a course that promises to change us into something we are not. As self-directing persons we resist manipulation, even though we know that learning does change us.

For instance, one does not achieve a human development objective calling for sensitivity techniques with a lecture series format designed for cognitive inquiry into content. The format must fit the objective being pursued, and facilitate the type of learning activities necessary for reaching such an objective.

Try a brief exercise in which the planners suggest fitting techniques to achieve a particular objective (see p. 74). As they make these connections, help them identify formats in which those techniques could best be utilized, as well as formats that would not be fitting.

Getting Ready to Practice (5 minutes)

Work Sheet V should be distributed if you have not used it earlier in this session. As planners work through the questions on Work Sheet V, they will be practicing through the same matters they were involved in during the theory exploration periods thus far.

Be sure they grasp what they will be doing in the practice period. Make clear the result of their work--a description of format in terms of learning approach, persons likely to attend, time, place, number and length of sessions, etc. Note the place on p. 3 of the work sheet for listing items in the format description and the caution that this is for the planning committee only, not the come-on publicity for the congregation.

Begin Practice on Step 6, Design Educational Format (30 minutes)

In church teams, or as individuals, planners can make a good start on designing a format in the half hour remaining before the break.

Be sure that theory material is still displayed where they can see it (or if duplicated, in their hands). They may need to refer to:
- planning questions for Step 6,
- optimum conditions for adult learning,
- four styles of lay learning,
- examples of participatory formats,
- listing of learning techniques,
- examples of connections between objectives and format.

Be available to give assistance as needed.

BREAK

Determine how well the practice is going, so that you can see if the time allotted after the break will be adequate.

Completing Practice on Step 6 (30 minutes)

Again, try to allow for an hour's total time in practice on Step 6.

As you circulate, check the teams to see if they are bogged down writing or discussing answers to the questions on Work Sheet V.

Try to free them from such an impasse. The work sheets are tools to facilitate planning and should not be allowed to get in the way.

If some planners finish one format, they can be encouraged to practice another for a different type of primary objective in another subject area.

Results--each team should write its format on newsprint and post it on the wall at the place where the team's earlier work appears.

Sharing the Results on Step 6 (45 minutes)

In the sharing/evaluation period you now have quite an accumulation of data. Formats can be traced back to the earliest point in their development--the "main concern" identified in Step 3.

You also have the buildup of interpersonal relationships from previous periods. Try to avoid the mistakes of earlier sharing sessions. Keep it moving. Involve others beyond the usual high pariticpators.

Questions to be addressed to the formats can be displayed on newsprint or overhead projector. They are suggestive to stimulate group thinking and evaluating.

Examples:

> Does the format provide for the use of optimum learning techniques for its objective?
>
> Can the objective be achieved in the time allowed? in this setting? with this learning approach?
>
> Does the format fit the laity? Does it fit the subject area? Is it feasible?
>
> How interesting is the format to adults? Would you attend?

Exert your leadership role as needed to complement student evaluation of formats. Ask questions, so the planners have to think and examine their work in the light of the best standards possible. Student self-evaluation is your goal here. Planning skills are incomplete without this dimension.

Getting It All Together (15 minutes)

When the sharing/evaluation period appears to have achieved as much as is possible, use the last few moments to put this step

in context. Make any necessary connections with earlier planning procedures, so your students see the sweep of planning thus far.

Planners should see clearly by now the difference between a situational approach and the old method of filling existing formats (time slots) with new subjects and leaders. Here, they are creating a tailor-made format specifically to achieve needed learning goals discovered among the laity. That is building your own "curriculum," or designing the educational program with local initiative.

Be open to planners' questions and comments they wish to make.

Let planners understand that at this point their formats are not intended to be finished programs ready to be launched when they return to the congregation. These are practice runs to develop planning skills. It is possible that they will take their work home to be used in the local committee, but the final planning process will have to involve others who share that responsibility. It will probably call for more data-checking than is possible at the workshop.

Before the Next Session

Suggest interim work, as feasible.

Optional Possibilities	Revise formats as desired. Review Lay Education in the Parish, "Varied Resources," pp. 69-76; "Diverse Leadership," pp. 80-84. Examine Trends and Enquiry.

END OF FOURTH SESSION

DESIGNING A FORMAT FOR LEARNING

Data are being refined. Main concerns are identified. A focused subject area has emerged. A primary learning objective has been written.

NOW, the designing step creates a learning format or design. This describes the pattern for the learning opportunity to be offered to the laity.

Focused Subject Area (Work Sheet III)_____

Primary Objective (Work Sheet IV)

About the Laity:
Who is most likely to attend a learning event in this subject area?
Older youth_____Young adults_____Adults_____Couples_____Older adults_____

Other identifying characteristics of possible participants:

What do we know about why these persons have this concern? What do they need or want to learn or do?

When are they available?

What learning approaches do they prefer?

About the Subject:
Describe briefly the "content" to be inquired into, or experienced.

Is the content difficult_____? Fairly easy_____?

Is the amount of data great_____? Medium_____? Limited_____?

Where does content exist?

In people_____ In other forms_____
Books___Films___Magazines___Other material resources_____
Persons outside our church_____ Among our laymen_____
Places to be visited_____ Other_____

About the Learning Approach and Design:
How is this area best explored? What type of learning activities will best accomplish the objective?

(What will the laity do to learn? i.e., read, discuss, investigate, listen, question, see, create, compare, study, choose, act, visit, relate, etc.)

To what extent does subject or objective call for:

Individual study_____ Dialogue among learners_____

Encounters with outside persons--places_____

What format will encourage the most effective inquiry by interested laity and facilitate the learning approach (above)? Why?

(Such as: short-term study course, encounter group, one-shot meeting, task force, workshop, seminar, study/action group, project team, etc.)

What proportion of the learning activity should be located at the church? outside?

How much time is needed to accomplish your objective? Be specific--how many sessions of what length?

Should sessions be continuous or separated by a week, a day?

Format for Learning

When you have worked over the above information sufficiently, describe the event you plan. Keep referring back to your answers on this work sheet (and others) to be sure you are on the right track.

Main Concern:

Focused Subject Area:

Objective:

Format: (Name, type of event, learning approach, persons invited, time, duration, etc. This is not your publicity, but is basic planning description for your committee. Promotion-type announcements can be developed later from this information.)

DESCRIBING LEADERSHIP AND IDENTIFYING RESOURCES

Planning Steps Involved: 7. Describe Leadership.
8. Identify Resources.

Questions Answered in These Steps:

Step 7. What human leadership functions (ongoing and/or occasional) are necessary in the learning event?
What competencies--knowledge, experience, skills--are required in persons to exercise those leadership functions?

Step 8: What material resources are essential to achieve the objective(s)?
Where are they available? In what media? At what cost?
How can they be secured?

For clarity in the planning process, HUMAN "resources" are treated as leadership for the learning event, and are distinct from MATERIAL resources. Whatever their function in the learning event, human leaders perform and respond to the learners as persons. ←

Human leaders can understand the objectives, the questions of the learners, their situations, and the learning process. They interact. They are a human factor in the laity's learning.

Inanimate, material resources are not so. They are lifeless tools to be used, to be inquired into, to be learned from, to be reacted to. They may be necessary and useful, but they do not respond to the learner.

Thus, this writer refuses to lump human leaders in the "resource" bag.

Background on Describing Leadership

In contrast to old patterns of adult education, "leadership" in the situational approach does not mean--

a church school teacher who is drafted
to "teach" the same weekly class forever!

Rather, leadership is chosen for the competence required to exercise a necessary leadership function in a learning event. Functions are described with respect to:

the laity and their learning preferences,
the subject area,
the learning approach, format, techniques,
the learning objective(s).

Describing the needed functions and identifying the competence required for each is the work of Planning Step 7. When this is done well, a planning committee can proceed to recruit leadership for the event. They will know what they are looking for, what leaders are expected to do and for how long. (Recruiting is obviously not practiced at the workshop.)

Though a variety of leadership roles may be called for in a particular event, planners must be sensitive to the need for continuity. Objectives do not accomplish themselves. Occasional leaders, brought in for a particular one-time-only function, do not know what has gone on previously. A "content expert" will use the learning technique he likes best. The learners are at his mercy if no ongoing "leaders for learning" are there to provide continuity. Someone has to care about the learning that is taking place, the lay learners, the objectives, etc.

Thus, Work Sheet VI includes a question on whether the function is "occasional" or "ongoing." Persons responsible for giving continuing guidance to the learning processes can be described and recruited without falling into the old one-teacher-for-one-class mold.

Again, the leadership question is large enough for a workshop of its own. Participants could spend hours analyzing the leadership roles called for in each of the four "styles of lay learning" on the diagram used earlier. For "skills training" events, for instance, there may be leader attitudes, knowledge, skills, and experience necessary that would be quite different from those needed in "human development" or "social involvement" events. There are probably many leader behaviors that are similar in the four styles of lay learning; at the same time there are several important distinctions.

You do not have time for planners to do an exhaustive job of analyzing the qualities, attitudes, and skills desired in various leadership roles. Nevertheless, enough attention can be given to sharpen planners' skills of identifying leadership functions and describing necessary competencies.

Teacher/leader is a term frequently used in lay education. It recognizes that when both "students" and "leaders" are adults, there is a student-leader parity that does not exist in children's education. Though some lay events may call for a "teaching" function, the teacher is not usually cast in the role of subject matter expert, nor is he vastly ahead of his students in adult experience, as is the teacher of children. They are equals in that adulthood is their common stage of life.

Persons selected to perform various leadership functions in lay learning events bring their skills to serve the group and to aid adults as they pursue their own learning. The inquiry of the learners themselves is central. The teacher/leader is there to serve that inquiry.

Background for Identifying Resources

Instead of beginning with a book or magazine that practically determines the event, your planners have now created a format for an event from data about the laity. They began at a different place--with the laity's questions and concerns.

NOW, they are ready to search for material resources that can make a valid contribution to the learning. Note how late in the planning process the resources step comes. Lay education is about laity, and material resources are chosen this late in the game to serve the laity's learning, not to determine it.

The practice period on Step 8 begins with planners' identifying what material resources they need and why. Next is a "resource lab" where planners browse through a display of resources. This has a twofold purpose:

- to find specific resources useful in the learning event planned thus far at the workshop,
- to make a list of sources of resources for the planning committee to use in its ongoing resourcing function.

The ongoing resourcing function of a planning committee is important. They need a file of titles, addresses, catalogs, bibliographies, samples, etc. for aiding each leadership team in its search for fitting resources.

The committee will not usually select all the resources for a given event. That is the task of the leadership team to whom the event is entrusted. However, the committee will need an adequate file of sources in order to assist leadership teams. In the ongoing planning of lay education after the workshop, a planning committee would

- suggest a few possible resources to a leadership team when they have been recruited and begin to make detailed plans for the event,
- make available the committee file of sources to aid the team in their search for additional materials.

Material resources are used for different purposes, according to the learning approach, the objective(s), and the participants. In preparation for this session, look at the listings of learning techniques and multimedia in the Fourth Session. Consider what part material resources play in those techniques. Make your own listing of purposes for material resources, such as:

- to present data, facts, knowledge, historical analyses;
- to arouse curiosity;
- to motivate learners to inquire further;
- to present analyses of issues or ideas or a body of knowledge, by competent experts for learners to study, react, analyze, evaluate;
- to present a theory for investigation;
- to stir emotional response; to bring feelings out into the open;
- to visualize a set of relationships, connections between ideas, issues, things; to visualize a process;
- to visualize or make real a situation, a series of personal interrelationships;
- to aid learner involvement and/or creativity;
- to present opinions for learner investigation and evaluation;
- to present facts, situations, alternatives for problem-solving and decision-making;
- to give pleasure; to inject humor; to add to the climate for learning;
  etc.
  etc.

It is essential for planners to see that material resources are selected to make a particular contribution to the learning. Why does the learner need a resource at a given point in the learning process? What will he do with it to further his learning?

Be sure that your display for the practice period contains a variety of media, not just the usual books, periodicals, and print-oriented things. Your display should contain--

- "content resources" through which the planners will search for materials pertinent to their subject areas, and
- "sources"--listings, catalogs, bibliographies, flyers and addresses of supply houses for various media, etc.

Fifth Session Plan

Participants' Tasks	Leaders' Tasks
THEORY EXPLORATION	
Review the nature of human leadership in adult education; identify optimum leader roles for adult inquiry. Identify leadership functions required in the four styles of lay learning; contrast and compare. Identify leadership behaviors needed for various learning techniques. Gain working knowledge of Step 7, Describe Leadership, so as to be able to practice it. Examine the ways material resources can be used; identify and contrast the purposes for which used and the contributions made to adult inquiry; explore unique place of various media. Identify the resourcing function of a lay planning committee. Gain working knowledge of Step 8, Identify Resources, so as to be able to practice it.	Guide planners review of leadership theory; involve them in thinking and making distinctions among various necessary functions in different styles of lay learning; assist them in making connections between learning techniques and leadership behaviors. Provide clear instructions for practicing Step 7 and using Work Sheet VI. Guide exploration of theory on types, uses, and purposes of material resources. Explain the resourcing function of a lay planning committee. Provide clear instructions for three-fold practice period on Step 8.
PRACTICE	
Step 7: Describe leadership functions and competencies needed to carry out objective(s) in the format already designed (Steps 5 and 6). Revise work after sharing/evaluation as desired. Step 8: Describe what material resources are needed for the format and why.	Facilitate students' practice on Steps 7 and 8. Be available and give assistance as needed.

Participants' Tasks

Identify specific resources that could be used from the display, listing titles, costs, ordering information, etc.
Build a list of sources for a lay planning committee's resourcing function.

SHARING/EVALUATION

Share the leadership description written in the practice period; ask questions, respond and comment. Continue to interact.
Share results of resource practice as desired.

Facilitate group interaction, as before; encourage student questions.
Ask analytical and evaluative questions; make connections with other planning steps. Encourage student's self-evaluation.

LEARNING PROCEDURES

(Step 7 can be completed before the break, Step 8 after it.)

Exploring Leadership Theory for Lay Education (10 minutes)

Using the material above and other useful sources you have found, outline some of the principles of leadership for lay learning. (Remember pp. 80-84 in the text.) Introduce the leader/learner parity concept operative when leader and learners are all adults. Contrast traditional patterns of securing one "teacher" for a class--long term--with the situational method of selecting leadership on the basis of competence to exercise a specific function--short term.

Identifying Leadership Functions and Behaviors for Four Learning Styles (15 minutes)

The diagram (four lay learning styles) used in earlier sessions can be examined again. This time, ask planners to identify leadership functions that would be necessary in a learning event of a particular style. For each function, they can describe leader behaviors--what does the leader actually do to perform the function?

Instead of all planners working on all styles at once, it may be better to use small work groups--each group assigned to one style. Given time limitations, this can be a short work session of six minutes or so, just to give participants a taste of making the connections between learning styles and leadership functions.

For example, you could visualize something like this:

Learning Style	Leadership Functions	Leader Behaviors
Intellectual Inquiry	Lead discussion.	Ask questions for information analysis, evaluation. Seek clarification. Listen. Redirect questions. etc.
	Encourage individual study. etc.	
Social Involvement	Lead exploration of problem.	Present data on existing conditions. Put students in touch with sources of data. etc.
	Facilitate group decisions on tentative actions. Guide evaluation of tentative actions. etc.	Propose possible alternatives etc.
Etc.		

This is not an exhaustive exercise, but a brief trial run for the purpose of seeing leadership more clearly. If the task appears too difficult, forget the work groups and let the planners contribute to your chalkboard development of the above comparisons.

You could also draw on the learning techniques list from the Fourth Session. Ask students to identify what a leader does to engage learners in a particular technique, like triads, simulation games, work groups, role plays, etc.

Try not to be frustrated by the brief time available. This is a planning skills workshop, not a seminar on leadership. Students need enough theory to practice Step 7. They can always identify areas for their further study in other settings.

Getting Ready to Practice (10 minutes)

Planning questions that go with this step can be visualized (see Work Sheet VI and first page of this session). Returning to the format they have designed, planners should be ready now to practice "describing leadership." Pull together any loose ends from the theory period and identify clearly the task for the practice period. Distribute Work Sheet VI, if not already used.

Practicing Step 7, Describe Leadership (30 minutes)

Teams should be encouraged to work quickly. They have practiced enough by now to see how easy it is to get bogged down in detail. Keep displayed whatever theory material you regard as helpful.

Circulate and be of assistance, as before.

Perhaps by now the group will welcome a break from the routine of writing their results on newsprint for posting. Let them take the entire time for practice. The sharing can be oral this time.

Sharing Results on Step 7 (25 minutes)

Volunteers ready to report can share briefly the leadership needs they have described on the bottom of Work Sheet VI. If some are too complicated to be understood orally, ask that team to write their description quickly on newsprint while the group goes on to another team.

Be alert to questions to be addressed to teams that report--
Are these functions necessary?
Are any omitted?
Has ongoing educational oversight been provided for?
Will any leader have too much to do?
etc.

As the sharing/evaluation period closes, complete the treatment of Step 7, Describe Leadership, in any way that you wish. Perhaps the group has a few questions; or you may want to make connections between the results of team practice and any theory points made earlier.

BREAK

Exploring the Theory of Resource Usage (10 minutes)

Outline the place of material resources in lay education. Be sure the planners see why this step comes as late as it does in the planning process. Let the students question and discuss the idea of a spectrum of resources, "as wide as the whole scope of the world's literature and . . . media of communication" (Lay Education in the Parish, p. 70).

Brief reference may need to be made to "church-produced resources," why they are needed, their nature and function, etc. Display Trends and Enquiry and indicate their use as ongoing periodical resources.

Identifying Purposes for Material Resources in the Learning Process (15 minutes)

Since adult education in the church has for the most part been oriented around a resource (book, quarterly), it would be well for planners to struggle with the purpose of resources when the event is oriented around the learner. Let them identify why the learner needs a resource at any point in his learning, what purpose the resource serves, and what the learner does with it.

For instance, where in their formats is a resource called for? what type? why? A few minutes of practice in the total group would suffice here. Let volunteers indicate (on their format already posted) where a material resource is needed, in what medium, and other ideas they have about its use.

Also, you can go back to the list of learning techniques used in the Fourth Session. "Why, "when," and "what" questions can be asked about material resources useful in any technique. If you made such a list in your own preparation, you will be ready to keep the group moving in a chalkboard exercise.

This type of analyzing and identifying should sharpen planners' skills to practice on Step 8 with their own data. They are not to wander through the display and select anything that looks interesting. Rather they will be seeking resources that can fulfill the purposes they have identified.

Getting Ready to Practice (10 minutes)

Planning questions to be answered in Step 8 can be introduced visually.

"What material resources are essential
to achieve the objective(s)"--

is the first question to be dealt with. It refers to the analyzing and identifying activity they have just done in the theory period.

Availability, media type, cost, and ordering information are the next questions to be answered as planners search through the displa

Explain also the "resourcing function" of a lay planning committee. (See above.) Searching for sources and recording essential information for the committee is a further task while examining the display.

No work sheet is needed for this practice period, but you will have to be sure your students understand their tasks.

Practicing Step 8, Identify Resources (40 minutes)

Allow 10-15 minutes at the beginning of the practice period for teams to work at the first question--"What material resources are essential . . .?" before going to the resources display. Help them to examine their format and objective(s) carefully as they answer this question.

As teams are ready, they can go to the display and work on the search for specific resources and sources. If the display is organized in categories, make them obvious. Be sure planners understand:

- the immediate task of finding resources for their format, as well as
- the long-range task of listing sources for the planning committee file.

Be available to suggest other avenues for those who cannot find what they need. If there is a bookstore or library nearby, make arrangements for the search to branch out beyond your display. If you have provided free pieces--resource listings, catalogues, flyers--be sure to identify them.

The objectives developed by planners are not irrevocable. When planners assign an event to a leadership team, they, in turn, may suggest revisions. And, the learning group itself may take the event in directions more suitable to them.

NOTE: Be sure your students don't get the impression that every learning event must have four objectives, one in each category, just because there are four types! Each event will have a primary objective in one category. There is, of course, overlapping, and many events will have a secondary objective in a different area. The skill is to concentrate a learning event on a primary accomplishment with other related goals, in contrast to attempting to do everything every time.

The diagram on page 69 shows four styles of learning, in which most adult learning events can be clustered. To concentrate on one style for one event is not to deny that many other styles will happen at other times in the educational program.

Third Session Plan

Participants' Tasks	Leaders' Tasks
THEORY EXPLORATION	
Explore the nature and use of learning objectives; gain working knowledge of Step 5, "Form Objectives," so as to be able to practice it. Review data from triads on adult learning.	Guide planners' study of learning objectives; involve them in thinking through the theoretical basis, skills of writing, and practical use of objectives. Provide clear explanation and examples; visualize points; make comparisons; encourage and respond to questions; explain use of Work Sheet IV. Set the writing of objectives in the context of the realities of adult learning revealed in the data from the triads.
PRACTICE	
Write a primary learning objective for the focused subject area carried over from Step 4; write secondary objectives if they appear necessary. Write a primary learning objective, if time permits, for other subject areas focused in Step 4.	Facilitate students' practice. Be available to teams and individuals; give assistance. Ask questions and suggest alternatives in a way that facilitates students' doing their own work, not depending on your answers.

Participants' Tasks	Leaders' Tasks
SHARING/EVALUATION	
Share the primary objectives written in the practice period; comment, ask questions, respond, and make suggestions as others' objectives are considered. Continue to relate.	Facilitate group interaction, listening, and mutual learning; encourage and guide student questioning and evaluation of one another's objectives. Ask questions; make evaluative suggestions; offer alternatives; assist students to evaluate their own progress. Illustrate theoretical points and make connections between planners' objectives and theory.

This session calls for what will probably be your longest theory exploration period. BUT--that does not mean that leaders are talking the whole time! Persons learning about objectives need to see, to compare, to ask questions, and to make "trial runs." They are inquiring into the theory of behavioral objectives -- even when a leader is presenting information. They need to test their perceptions of any such information, whatever the method by which it comes to them. Just "telling" them all you know from your own study and experience is not acceptable!

Planners need to be engaged in discriminatory thinking about the use of behavioral objectives in adult church education. We are not swallowing whole a theory from "secular" education, and applying it mechanically to lay education. We are attempting to learn from and use concepts from the field of learning in ways that are helpful, yet do not do violence to the nature of church education.

LEARNING PROCEDURES

Identifying the Planning Questions for Step 5 (5 minutes)

By now the group should be aware that you keep using "questions to be answered" in doing each step. They may grow weary of hearing it, but if they learn nothing else, this is essential.

Put the questions for Step 5 before the group in any way you wish. (See first page of material for this session and Work Sheet IV.) It should be clear that when they have written learning objectives they will have these questions answered. Then they will be ready to design a learning event (Step 6), because they will know WHY it is being held.

Defining "Learning Objectives" (20 minutes)

A clear picture of what an objective is must be grasped before planners can practice writing one.

Draw on the background material above, and your own experience, to help students get the picture. Mager's contrasts between description and objective may be most helpful. Give visual examples on overhead projector or newsprint. Most of us are more familiar with writing "process" descriptions than we are with "product" objectives.

You could display three pseudo-objectives and ask them to identify which is truly an objective because it is written in measurable terms from the viewpoint of the learner. If you do this, write your examples carefully.

Take a trial run by asking each planner to write a one-sentence "description" of a study course. Give them a few suggested subjects from which to choose. Ask a few volunteers to read what they have written.

Then let them try writing an "objective" on the same subject. You may want to have written on the board a simple beginning, such as--
"At the end of the event, the student will _ _ _ _ _ _ _ _ _ _"

As volunteers share what they wrote, the contrasts between descriptions and objectives should be obvious. The group is looking for "process" phrases that don't belong in an objective, and "result-product" phrases that do. Note that the verbs usually give it away.

The "trial runs" are a quickie "practice" and "sharing" period within the theory exploration. This involves planners in the learning as doers, not just receivers. Such individual learning tasks can be performed in a group context.

Examining the Four Types of Objectives (25 minutes)

When the definition is clear, the four categories can be dealt with. Use the diagram, "Styles of Lay Learning" (page 69) and Work Sheet IV as you engage students in clarifying the different types of objectives.

The data on the board from the triads may be good reference material. Planners should be able to identify at least Cognitive, Skills, and Human Development items on the list of WHATS. The HOWS and FACTORS probably show that particular methods are used to achieve different objectives.

Examples are important. Have visual examples of each of the four types of objective, carefully prepared before this session. You are not displaying the perfect form to be copied, but rather you are showing how each type may appear. Let students ask questions and comment on your examples.

Getting Ready to Practice (10 minutes)

Draw the theory back to the planners' task of writing a primary objective for their focused subject area. Do they feel ready to begin?

Check to see that they understand that they are working on the primary objective first.

Help your students--
- look at the laity who raised the concern,
- look at their subject area in the light of the four styles diagram,
  and
- begin to decide in which category their primary objective will lie.

What do laity need and want to accomplish in this subject area?

Begin Practice on Step 5, "Form Objectives" (30 minutes)

The time remaining before the break is enough for a good start into the practice activity. Planners should have Work Sheet IV in hand.

Keep displayed on the overhead projector and by other visual means any points you feel need to be kept in mind--such as:
- the planning questions to be answered,
- the examples of each type of objective,
- the diagram of lay learning styles,
- hints for writing objectives (reverse side of Work Sheet IV).

If such items are constantly before the planners, the writing task may be kept on target.

Circulate and be available to assist, without intruding on your students' thinking and writing.

BREAK

During the break, leaders can probably ascertain where teams are in the writing task, so as to allot sufficient time to finish the practice.

Completing Practice on Step 5 (30 minutes)

Let planners continue after the break, so that at least an hour's total time is given to practice on writing objectives.

Circulate to be sure teams have a primary objective first, in one category, before writing secondary objectives in other categories.

Those who finish early can be encouraged to pick up another subject area from Step 4 and write a primary objective for that. It would help develop their skill if they could work in a different category from the one already completed.

By the end of the practice period each team should have posted on newsprint one primary objective for the one focused subject area they carried over from Step 4. If they decide that a secondary objective(s) is necessary, it should also be posted on the same sheet.

The walls may be overflowing with newsprint by now! Help each team to post all their sheets at the same place, even if you go to the ceiling in vertical columns. In the sharing period later, it helps to be able to trace an objective's development clear back to its main concern.

Sharing the Results on Step 5 (45 minutes)

When the objectives are posted, begin the sharing/evaluation period. To give focus to this activity, you could project a few questions on the overhead:

> Is it an objective?
>
> Is it written from the viewpoint of the learner?
>
> Where are the result-product terms? Any process?
>
> Is it measurable?
>
> How does the learner demonstrate that he has learned?

Don't go slavishly through every question with each team. Let the questions just be there to suggest the nature of comments that can be addressed to each team's work.

The learning of the group by mutual questioning and discussion is central here, not the leaders' expert criticism. However, if the group is slow, or not perceptive, leaders should stimulate the interaction with their questions, requests for clarification, comparisons, etc. Evaluation by the students themselves will do more for their skill development than authoritative leaders' answers.

Be careful to protect individuals from personal abuse. Evaluating is always a threat to some. Undue stress on one's personal feelings may hinder learning rather than help. BUT--that doesn't mean you should avoid sharp analysis; the human personality is surprisingly durable!

Planners need to develop the skill of evaluating objectives so that they are simple, yet as accurate and useful as possible. Keep the period moving, but concentrate as leaders on what your students are learning from this activity. Be alert to the right moments for references back to earlier steps or ahead to later ones.

If teams obviously want to revise their objective(s), you can allow them to go off in a corner for a few minutes and do so, as long as

the total group identity in sharing is not fragmented. Or--a brief revision period can be allowed for all, after it appears that the major value of sharing/evaluation has been accomplished.

A word about the sharing/evaluation periods: it will not be possible every time to hear from each team. Do not call on teams by rotation until you get around to all. Ask for volunteers first, and don't always start with the same teams. Be alert to nonverbal cues indicating a person or team may be willing to be next. After two or three sharing periods, check to see that all teams have been heard from at least once. There are important mutual learnings to be gained in the variety of subject areas and objectives being produced by the various teams.

Getting It All Together (15 minutes)

As the session comes to a close, you may need to put objective writing in the context of other planning steps. Or--various basic points may be recalled.

Allow for questions and comments from the group. This is not only a leaders' summary but a reorientation for next steps.

If there are participants whose objectives are too inadequate to be useful in designing a format, leaders can privately offer assistance.

Before the Next Session

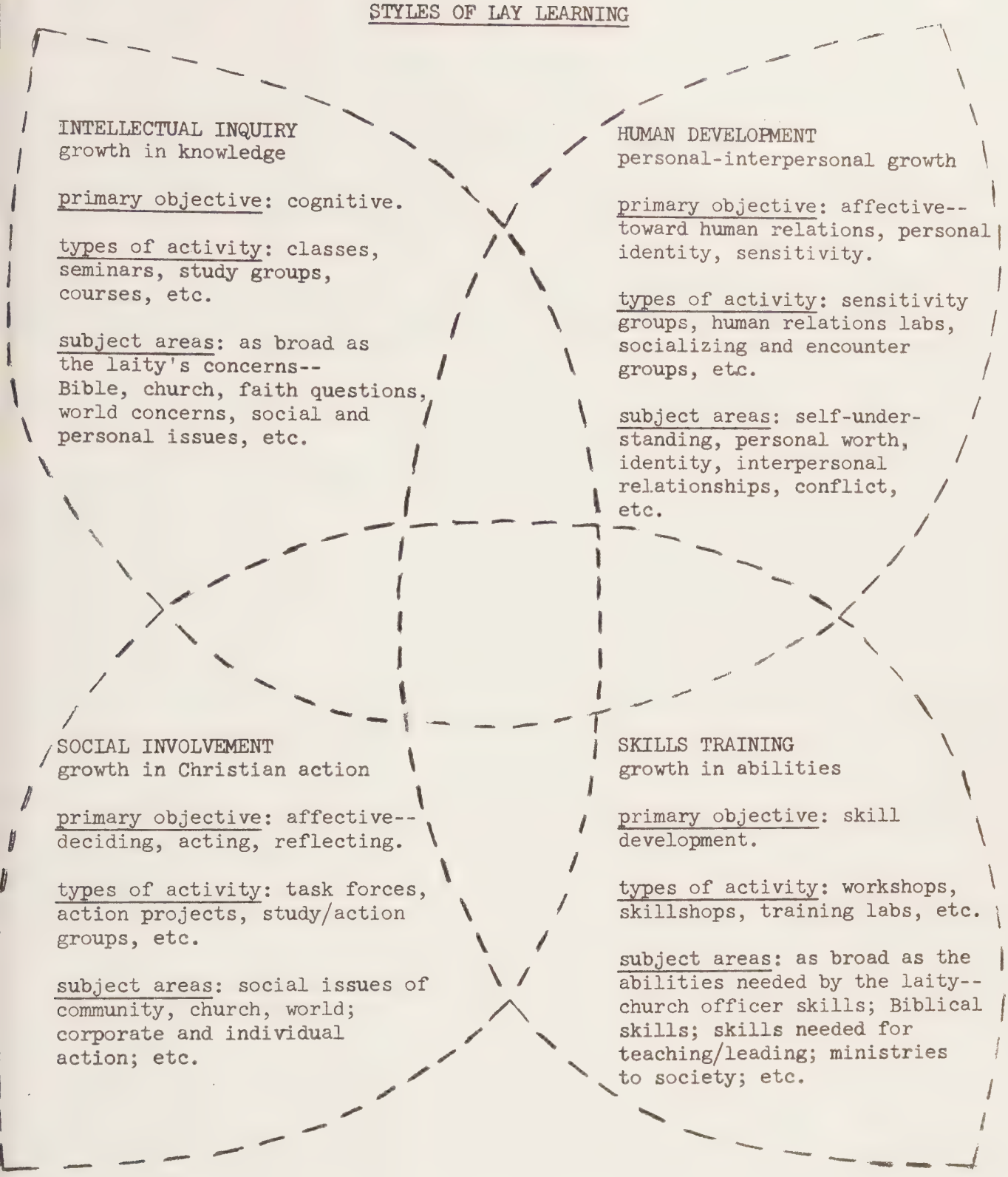
If necessary, rearrange team newsprint sheets so as to be ready for a new one to be posted next session. Keep basic theory material if possible in another part of the room.

Suggest interim work, as feasible.

Optional Possibilities	Revise objectives if needed. Review Lay Education in the Parish, pp. 43-48 and pp. 52-93. (Note "examples" of learning events.) Knowles, The Modern Practice of Adult Education, review pp. 269-272 and 288-297. (Helpful for leaders, even if not available for students.)

END OF THIRD SESSION

STYLES OF LAY LEARNING


INTELLECTUAL INQUIRY
growth in knowledge
primary objective: cognitive.
types of activity: classes, seminars, study groups, courses, etc.
subject areas: as broad as the laity's concerns--Bible, church, faith questions, world concerns, social and personal issues, etc.
HUMAN DEVELOPMENT
personal-interpersonal growth
primary objective: affective--toward human relations, personal identity, sensitivity.
types of activity: sensitivity groups, human relations labs, socializing and encounter groups, etc.
subject areas: self-understanding, personal worth, identity, interpersonal relationships, conflict, etc.
SOCIAL INVOLVEMENT
growth in Christian action
primary objective: affective--deciding, acting, reflecting.
types of activity: task forces, action projects, study/action groups, etc.
subject areas: social issues of community, church, world; corporate and individual action; etc.
SKILLS TRAINING
growth in abilities
primary objective: skill development.
types of activity: workshops, skillshops, training labs, etc.
subject areas: as broad as the abilities needed by the laity--church officer skills; Biblical skills; skills needed for teaching/leading; ministries to society; etc.

The laity's struggle with faith professed and demonstrated underlies and enters actively into all four styles.

The affective domain (attitudes, values, emotions, feelings--Bloom's taxonomy of objectives) is also present in all styles, even where cognitive or skill development objectives may be primary. By its very nature, the layman's quest in church education--the struggle with believing, deciding, acting--moves constantly in the affective domain.

FORMING OBJECTIVES

Planners must answer: What will the layman-learner accomplish in the learning activity we are planning? How will he show that he has learned?

Below are four different categories for learning objectives. The primary intention of your event will be in one category. The verbs in your objective will show its type (know/understand; feel/relate; be able; act).

After a careful consideration of a focused subject area, and what you know about the laity's concern, DECIDE where your primary objective will lie. WRITE the primary objective and then CONSIDER whether a secondary objective needs to be written in another category. (over)

Focused Subject Area (Work Sheet III): _____

Category	WRITE the Primary Objective beside its category.
Cognitive-Intellectual What will the participant know or understand after the event? How will he show that he knows? (Identify, demonstrate, explain, list, contrast?)	
Abilities-Skills What will the participant be able to do, be equipped to do, after the event?	
Human Development Who will relate to whom in what way after the event? How will feelings change?	
Social Involvement (action) What will participants actually do because of the event?	

CHECK the category of your primary objective FIRST

In writing learning objectives,

keep them < SIMPLE
keep them < REALIZABLE

Write from the viewpoint of the layman-learner:
- What does he accomplish?
- What is he able to do at the end?
- How will he show that he has learned?

Write objectives that are
- MEASURABLE, whenever possible.

SECONDARY OBJECTIVES (if needed)

Category	WRITE any secondary objectives beside their categories
Cognitive-Intellectual	
Abilities-Skills	
Human Development	
Social Involvement	

DESIGNING A FORMAT FOR LEARNING

Planning Step Involved: 6. Design Educational Format

Questions Answered in This Step:

Step 6. Who is likely to participate?
How can the learning best occur--what learning approach fits the people, the objective, the subject area?
What will the event be?
When will it occur and for how long? Where?

A workshop problem is created by the complexity of forming objectives and designing format. Each of these steps could require a full workshop of its own. Yet, they are to be treated within the full sweep of nine planning steps.

Thus, participants cannot become expert designers by the end of this session. However, they soon become familiar with the questions to be considered in the designing step. They can learn enough from the theory, practice, and sharing in this session to be able to do the step back home with improved skill and to help others do it. They can identify areas for their own further learning.

Designing a format may be a new task for most planners. Traditional adult education usually has fixed formats with little flexibility. Classes exist for convenience or habit, not because they were designed for educational purposes. A one-hour "adult class" in the midst of Sunday morning activity (or a women's monthly circle) was not designed to fit specific learning requirements.

In this step, planners are working on how to create a learning format in which the time, approach, place, setting, pattern of meetings, and duration all fit the objective, the laity, and the subject area. This may be the first time some participants have struggled over how long it takes to learn something and by what methods. Previously it may have been merely dropping a new subject and a teacher into an old, fixed time slot.

The planning process now reaches the climax--the translation of the data into a visible event for learning. From here on it is all downhill. Subsequent steps are easy, once a format is created.

About Adult Learning

Since the designed events will see laity actually engaged in learning, it is essential to recall the nature of the adult as volunteer learner. Review the listings from your triads and check Lay Education in the Parish. Examine Knowles and other sources you find helpful on how adults learn.

You may want to make your own listing of important conditions such as:

a significant learning event--

- engages participants in responsible inquiry into ideas, problems, and issues pertinent to their own interests and situations; keeps the inquiry true to the subject itself as well as the learner;
- recognizes adult intelligence and requires full use of adult thinking processes--analysis, comparison, judgment, application, etc.;
- takes seriously each adult as a self-directing human being; respects emotional as well as intellectual involvement;
- involves participants in active roles in the learning situation, not passive receiver roles;
- utilizes the broad experience each adult brings to the learning situation;
- uses constructively the diversity of experience, knowledge, and skills present in a group of adult learners; allows each to move at his own pace; recognizes differing life stages;
- utilizes a climate and setting for learning consistent with adulthood--freedom of expression, leader/learner parity, pleasant and comfortable surroundings suitable to adults and to the learning approach, etc.; avoids symbols of childishness or overschoolishness;
- provides for personal reflection and growth, and encourages responsible interpersonal relationships;
- offers participants opportunities to share in planning, to engage in risk-taking, to implement decisions, and to examine results;

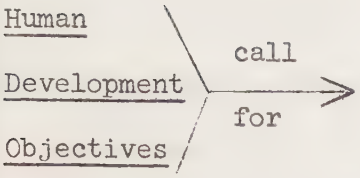
AND--in church education,

- engages the laos in struggle over the meaning of Christian faith professed and demonstrated in daily life, to the end that they may know and affirm the new life in Jesus Christ and be faithful in their being, believing, relating, deciding, and acting.

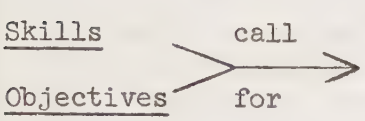
About Learning Approaches

Since your students have written a primary objective in one of four categories, they need to consider the kinds of learning activities that are geared to achieve various objectives. They provide for the appropriate activities to happen when they determine a learning approach and build a format.

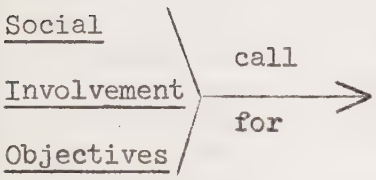
Cognitive Objectives call for → Methods and time for learner inquiry into content by individuals and group--exploring, comparing, reflecting, classifying, synthesizing, theorizing, discussing, experimenting, evaluating, etc. Availability of subject matter in usable form, possibly in more than one standard medium; mobility of group to go where the data are if necessary. Setting that facilitates inquiry.



Methods that facilitate: listening, dialogue, confrontation and regrouping, honest expression of feelings, interpersonal relationships, trial runs at new ways of relating, self-examination, etc. Time for personal and interpersonal growth to occur, to be reflected upon, to be experimented with.



Methods and time for student practice, inquiry into theory that underlies the skills and their use, experimenting, evaluating performance, re-practice, and discussion of results.
Setting and materials conducive to practice, theory exploration, discussion.



Methods and time for student awareness of problems; decisions about and participation in trial runs of action; reflection and discussion of results, feelings, and next steps; inquiry into problems and alternatives; decisions and implementation of further action; continued analysis and evaluation.
Climate of involvement and mobility.
Availability of content resources and knowledgeable persons.

Consider making your own list in terms that suit you, or involving students in creating such a chart in a group session.

Formats for adult learning come in many shapes. Your planners may have a tendency to think in terms of the usual cognitive formats--class, study group, seminar, or discussion group. Help them to stretch their thinking and develop more creative formats to fit their primary objective.

Involvement formats in a participatory style are more fitting to adult learning needs than are the usual "spectator formats" such as a lecture series, a panel, debate, etc. Adults should be doing things, encountering one another and issues, rather than sitting in the audience watching others.

Consider:
- encounter groups
- task forces
- study/action groups
- workshops (skillshops)
- clinics
- sensitivity labs
- film festivals (more than simply spectator-oriented)
- project groups
- exploration teams
- inquiry seminars
- live-ins
- contract groups
- living-room dialogues

and other types you want to add to the list.

About Learning Techniques

There is also tremendous variety in the learning activities that adults can engage in as an event progresses. Again, learner-involvement is essential and much more productive than merely reacting to subject matter as it appears in a book or lecture. What the learner actually does in order to learn makes the difference. Techniques that facilitate the adult's best use of his native intelligence and his senses are to be sought after. Formats should be designed to make possible the most effective learning techniques that fit the objectives already written. Thus, you may want to remind your planners of the tremendous variety of techniques, such as:

reading	role plays	projects
reporting	creative dramatization	problem-solving
questioning	play-reading	visits
listening	interviews	experimental action
discussing	conversation by twos	research
field trips	triads (any purpose)	brainstorming
simulation games	observer teams	listening teams
testing	sensitivity exercises	work groups
programmed learning	reflection	use of consultants
writing paraphrases	demonstration	buzz groups
writing poetry	painting, drawing	circular response
making films, visuals	using tape recorders	case studies
etc.	etc.	etc.

AND--there is "multimedia"--the use of audio and/or visual media for various purposes, from arousing curiosity to presenting facts or subject matter, to motivation, to introducing serious issues for analysis and dialogue. REMEMBER--

chalkboards	bulletin boards	lighting (strobes, spots, etc.
charts	exhibits	videotape recorders
newsprint	time lines	mobiles
posters	clotheslines	dioramas
pictures	films	felt boards
photographs	filmstrips	records
diagrams	slides	tape recordings (cassettes)
cartoons	single-concept films	television
maps	overhead projectors	radio
globes	carousels	etc.
models	opaque projectors	etc.

The selection of a variety of learning techniques and media is not for variety's sake, or for keeping up with the latest way-out thing, or for bombarding the senses! Techniques and media are selected for their appropriateness to the adult learner and the objectives to be accomplished.

Planners will not be suggesting every technique to be used in a learning event. That is the job of the leadership (Step 7) to whom the event is entrusted. However, it will help planners to design more interesting formats if they keep in mind the gamut of techniques available for more exciting and effective adult learning.

Fourth Session Plan

Participants' Tasks	Leaders' Tasks
THEORY EXPLORATION	
Review the nature of adult learning; identify basic conditions and principles that are important to an inquiry/involvement approach. Examine and compare various learning formats and their appropriateness for achieving the four types of objectives. Review the gamut of possible learning techniques; identify formats that facilitate selected techniques. Gain working knowledge of Step 6--Design Educational Format--so as to be able to practice it.	Guide planners' review of adult learning; involve them in thinking through the theory, the purpose, and use of various techniques, and the relationship of format to objectives. Provide clear instructions for practice in designing a format; review with planners the use of Work Sheet V. Encourage creative designing beyond traditional formats, yet consistent with realities of adult learning needs and preferences.
PRACTICE	
Design a format for a learning event on the focused subject area (Step 4) to achieve the objective(s) written in Step 5. Revise format after sharing/evaluation period as desired.	Facilitate students' practice. Be available and give assistance as needed. Ask questions, suggest alternatives: encourage student progress.
SHARING/EVALUATION	
Share the format designed in the practice period; ask questions, respond, and comment. Continue to interact with other planners and leadership team.	Facilitate group interaction, listening and mutual contributions to learning; encourage student questions. Ask evaluative questions; provide standards for evaluation based on adult learning theory; make connections between formats and theory. Assist students' self-evaluation

This session should not be hurried. The heart of the situational approach is here. Skills developed in this session may well mean the difference between churches' taking the initiative to build their own adult educational programs or falling back into the old rut.

LEARNING PROCEDURES

Identifying the Planning Questions for Step 6 (5 minutes)

Questions and answers are what planning is all about! Take a few minutes to visualize the questions to be answered in this step (see first page of material for this session, and Work Sheet V).

Planners should see that in working out the answers to these questions, they will be making the decisions that go into designing a format.

Reviewing the Realities of Adult Learning (15 minutes)

A quick review of the data brought out in the triads on "how we have learned" may be in order, depending on how adequate it was. Planners need a realistic view of adults engaged in learning, lest they design routine formats in the old tradition of adults sitting quietly in "schooled" classes.

Use the material above and other sources to involve students in thinking about and creating lists of optimal conditions for adult learning (see p. 74). You may ask your planners to remember a learning event where they were really turned on. Why? Try to help them recall the conditions that made for high involvement.

The hope is to create an image of adults involved, doing their own learning in ways that are interesting and exciting--ways that suit their adult stage of life.

Distinguishing Formats and Techniques (20 minutes)

The variety of formats can be identified and students encouraged to add to the brief list on p. 75. Help them to see that a "format" is the overall design for a particular learning event. The design often gives signals to the potential enrollee as to what he can expect. It may effect his decision to attend or stay away. (Contrast: Lecture series or study course--as opposed to--dialogue group or exploration team.)

You can write a diverse list of formats on the board and ask which ones look more interesting to your students. Why?

Make the distinction between format and learning technique in any way you like. Techniques are the specific learning activities or procedures used in varying sequences within an educational event.

Connecting Objectives with Formats (15 minutes)

By now your students ought to be able to make the connections between types of objectives and appropriate formats.

The question is:

what type of format
makes most possible
the best learning techniques
to achieve
the primary objective?

Sharing Results on Step 8 (15 minutes)

Obviously, your students will not want to be bored by hearing each team read off the resources it found, nor will newsprint be tolerable at this point!

Rather, a brief sharing period can be an opportunity to discuss the resourcing step. Where did they encounter problems? Who found something that appears to be essential to the committee's ongoing resourcing function? What questions do they have about the use of resources or availability?

An invaluable aid in this session is a person well acquainted with the best sources--film libraries, universities, supply houses, etc.--in the area. Teams need specific information on good sources in their state, county, or town. Churches may not be accustomed to finding a variety of material resources, and local help is important.

Before the Next Session

Since the next session is the final one, this will be the last chance for completing or revising work done thus far. Suggest interim work, if feasible.

Optional Possibilities

- Revise practice results on various steps, as needed.
- Review planning process (see Appendix A) and bring remaining questions to the next session.
- Consider how planning for lay education can be done at home and bring questions about structure, committee responsibilities, etc.
- Continue browsing in resource display for additional ideas and information.
- Copy any theory material desired from the chalkboard or newsprint used by leaders; check work of other teams for ideas.

END OF FIFTH SESSION

WORKSHEET VI

DESCRIBING LEADERSHIP

"Teaching" or "leading" roles are unique in each learning event. Various functions of leadership are called for according to the objective, the participants, the subject area, and such factors. Leadership should be chosen for a particular event because of the competence required.

Select a learning event for which you have completed the design. Copy the necessary data from Work Sheet V and then explore your leadership needs below.

Focused Subject Area: Objective:

Name and Format:

What leadership functions are called for by the learning approach and the objective?

What competence and/or experience are necessary for those leadership functions?

in knowledge of the subject

in teaching/learning skills

in human relations skills

in administrative skills

Will this require one person?___ a team?___ several in different roles?___

Are these occasional or ongoing functions?_____ How necessary is ongoing educational oversight?_____

Leadership Description

(After sufficient discussion of the above, describe the leadership you need for your event. Be specific.)

1. A person(s) competent in:

   to do the following:

2. A person(s) competent in:

   to do the following:

3. A person(s) competent in:

   to do the following:

(over, if needed)

BUILDING IN EVALUATION AND PREPARING FOR REENTRY

Planning Steps Involved:
9. Building in Evaluation Procedures
10. Inform and Interpret to the Congregation (brief referral only)

Questions Answered in These Steps:

Step 9: What do we need to know in an event about the learning, the participation of learners, the leadership roles, the achievement of objectives?
How can we find out? before? during? after?

Step 10: What do we want to communicate to the laity about a particular learning event? about the lay education program?
How will we accomplish it? When? Who will do what?

The last planning step practiced in the workshop is Step 9, and it can be done before the break.

After the break, a period is needed for reentry problems--What does the planner do when he returns from the workshop? Whom does he see? How is a committee set up for planning lay education and how does it work? Step 10 comes in as one of the committee's tasks, but it need not be practiced here.

Background on Building in Evaluation Procedures

This is a late planning step, but it must be done before a learning event is begun. Evaluation is a conscious effort to measure results, to discover whether the event is accomplishing the objective(s), whether it is worth having--Is anyone learning anything?

The committee spells out procedures to evaluate the learning from its own perspective--planning. A leadership team, once recruited, may also suggest ways to evaluate from its perspective as leaders for learning. As stated above, once the leaders are recruited, they become joint planners to complete the work of the committee and carry out the event.

Evaluation before the learners begin, during and after the event provides valuable data:

for teachers/leaders--to adjust the learning procedures, format, objectives as the event proceeds,

for the planning committee--to revise and sharpen their planning process, to secure more accurate information from the laity, etc., in order to improve future events.

Building in evaluation procedures is deciding:
- -WHAT you want to know, and
- -HOW you are going to find out.

Work Sheet VII raises the planning questions for this step and on the back suggests several possible procedures for evaluation. You may wish to add others you find effective.

In the theory period you may want to review the suggested methods listed on the back of Work Sheet VII. Help your students to see that different types of feedback are received from different methods. Oral evaluation sessions during a learning event may get out the feelings that do not come through on evaluation sheets. Then again, some learners may say in writing what they could not bring themselves to say before the group. Impartial observers may see things that both leaders and students miss.

A few different means for evaluating are usually necessary to secure the various kinds of feedback desired. In other words, you fit the HOW's (procedures) to the WHAT's (types of evaluation data), which is why Work Sheet VII calls for describing WHAT you want to find out before you decide HOW.

Self-evaluation is an important concept for planners to grasp. It is the image that evaluative procedures should convey to lay learners. The learners in an event may resent instruments and techniques if it appears that planners and leaders are secretly judging them as persons. There is a threat here, and all of us are vulnerable in some ways; generally we object to "snoopers."

Thus, evaluative procedures should help the learner to evaluate his own progress in learning, as well as to give feedback to leaders and planners.

Leaders are evaluating the learning that is going on and their own roles in it.
Planners are evaluating the accuracy of their planning that created and shaped the event.
Learners are evaluating their own learning.

NOTE: Planners may get carried away developing evaluation sheets and techniques. They have a tendency to get far more evaluative material than they can use. Keep the procedures on target and feasible!

Evaluation instruments (if used) should be brief. Multiple-choice and ranked answers make the responses more accurate and usable.

Evaluation is a technical area on which there has been a great deal of disciplined study and experimentation. "Amateur" planners cannot make the leap to become "instant experts" in the field, nor do they need to. BUT--they can learn how to get the minimum feedback they need for ongoing planning. That is the hope in this session.

Background on Reentry and Structure

The period after the break is to help planners face the practical realities of getting something accomplished with their newly developed skills. It can tie together the workshop learnings and suggest feasible ways to use the results.

A lay planning committee or task group of some type is necessary to get situational lay education operating. In order to have authority and responsibility to act, the committee is created by and responsible to the session (possibly through the committee on Christian education). Its power to act, its limits, and relationships to existing adult groups and other church-planning units should be clearly understood.

As the committee does its planning and implementing, it may be helpful to have members "specialize" in various functions, such as:
- data-gathering procedures,
- resourcing function,
- evaluative procedures,
- leadership recruiting and training,
- publicity, interpretive function.

In this way everyone does not have to be proficient in every planning task, but individuals can use their abilities for specific jobs they prefer.

Though the total planning process is the responsibility of the whole committee, it can also work in subgroups whenever it wishes:

- to develop one or more steps for a given event,
- to bring in a complete plan from main concern to evaluation for a given event,
- to analyze data and present main concerns to the whole committee,
- to do other separable segments of the total task.

Treatment of structure in this session is not meant to dictate one way for all churches to work. It is rather time for planners to explore HOW to get situational lay education operating in their congregations.

Sixth Session Plan

PACIFIC SCHOOL OF RELIGION

Participants' Tasks	Leaders' Tasks
THEORY EXPLORATION	
Examine the theory behind Step 9; analyze and make applications to the lay education planning process. Gain working knowledge of Step 9, Build in Evaluation Procedures, so as to be able to practice it. Explore nature and functions of a planning committee; apply to particular congregation. Review planning process and questions that go with each step; evaluate level of skills achieved.	Guide planners' exploration of evaluation theory; involve them in applying it to lay learning events. Provide clear instructions for practice of Step 9 and use of Work Sheet VII. Review functions of a planning committee and involve students in making practical applications to their congregation. Guide evaluation of workshop and review of planning process.

Participants' Tasks	Leaders' Tasks
	PRACTICE
Build evaluation procedures into the format already created in Step 6; revise as desired. Plan personal re-entry tactics.	Facilitate students' practice and give assistance as needed.
	SHARING/EVALUATION
Share evaluation procedures written in practice period; ask questions, respond, and comment. Share ideas and problems of reentry and structure. Review feelings and personal learnings of workshop experience.	Facilitate group interaction, as before; elicit all possible questions about workshop learnings, planning questions, and local structures. Assist planners' self-evaluation; maintain open climate for review of workshop experience.

LEARNING PROCEDURES

Theory on "Building in Evaluation." Step 9. (15 minutes)

Introduce the feedback concept that underlies this step, drawing on the material above as you desire. Help the planners differentiate between feedback gathered before the event begins and later. Involve them in identifying kinds of feedback secured before the event, during it, and following. Let them suggest uses of feedback to be made by planners and by teachers/leaders. Perhaps their own feelings about the evaluative procedures you have used in the workshop would add to the discussion.

Work Sheet VII can be in their hands. The distinction between the WHAT planning questions and the HOW questions is obvious from the two sides of the work sheet. Explore why the WHAT questions must be answered first.

Brainstorming on the WHAT's and HOW's (15 minutes)

For a change of pace before the practice period, try brainstorming. Divide the planners into two groups, preferably persons who have not worked together as yet. Separate teammates from one another. It helps if each group is seated around a table, face-to-face.

Brainstorming is a process for getting out on the table a number of ideas without discussing their merits or refining them.

After someone starts with the first idea, one person after another follows, slowly around the group. Anyone may "pass" if he has no idea to suggest when it is his turn.

NO DISCUSSION is allowed in this technique. Its purpose is not interaction, but idea production.

First let the groups brainstorm on WHAT they want to find out by the evaluation they would build in to their format. Let them go around the circle two or three times until they become unproductive of new "WHAT's." You will probably hear such ideas as:

- how freely the learners participated,
- whether the issue was one they cared about,
- whether anyone learned, or changed,
- what other concerns came up for later study,
- who elected to attend;
- etc.

When you stop the two groups, ask volunteers to share what they heard someone else say. This should give the total class an idea of the wide variety of things that could be found out by evaluation.

Be sure to clear up any confusion if some "HOW's" (ways to evaluate) have crept in. This first exercise is practice for identifying WHAT they want to know, as on the front of Work Sheet VII. HOW comes next.

Try a second round of brainstorming on HOW they might find out these things. Keep it brief. Same rules--no discussion.

Share what was heard again on the "HOW's"--procedures--for evaluation. With this brief exercise, the students should be more ready for their individual practice with Work Sheet VII.

Practicing Step 9, Build in Evaluation Procedures (30 minutes)

Using Work Sheet VII, let the teams work on Step 9. They are practicing on the format they have created, identifying WHAT they want to find out about the learning in their event and HOW they will do it.

Again, use the full time for practice, without asking teams to post their results on newsprint.

Sharing the Results on Step 9 (15 minutes)

Ask for quick reports from volunteers (orally) on the procedures they have decided to use. Let the group feel free to ask what each procedure is going to find out, as they wish. Ask analytical questions yourself and apply feasibility tests where necessary.

Will this procedure really uncover the "WHAT's" needed?
Can the feedback be used by planners and/or teachers/leaders? How?
Are they getting too much data?
Do the procedures foster self-evaluation?

In oral reporting, teams are not to read through all the answers on their work sheet. Ask specifically for the results, not preliminary data.

Testing for Planning Questions (15 minutes)

As an evaluative exercise to uncover workshop learnings among the planners themselves, try an oral test!

Have the numbers 1 through 9 written on three large newsprint sheets, or chalkboard, with blank space evenly divided. Ask volunteers to tell you what planning questions they were answering as they worked on each of the nine steps. Go through 1 to 9 in sequence, not revealing the name of each step until the group identifies it. Write their contributions on the newsprint and opposite each number as you go through the steps.

Before this "test," remove or cover any posted theory material that would give away the questions or steps. Ask planners not to refer to their notes or work sheets.

ALSO--be sure to prepare carefully by making your own list of the planning questions answered in each step. See the work sheets, Appendix A, and the first page of each session in this design. If students confuse the questions from several steps, you will have to be clear and accurate.

Do not write any "wrong" contributions on the newsprint. That does not mean that students have to "parrot" back the planning questions, exactly as you have them on your list. It does mean they should be accurate, though in their own words.

Why is this test so important? Planners will have the sweep of the planning process and will be able to exercise planning skills, if they can identify by themselves the questions that go with each step. This is more important than being able to name the steps in the terms we have used in the workshop.

They will be ineffective in planning committees at home if they keep referring to "steps" the committee must do. In such behavior, they come on strong as "experts" trained at a workshop, but they are not much practical help to the committee in doing its work.

RATHER, if they ask the planning questions at the proper time, and help to find answers, they will be utilizing planning skills as well as assisting the committee to get its task done and to become better planners. The desired "terminal behavior" for workshop participants is using effective planning procedures in the congregation, not selling the ten steps (See objective of workshop, First Session). NOTE: only nine steps are included in the test, since the tenth one is not practiced in the workshop.

The "one-question test" is vital at this point in the workshop:

"What questions were we asking when we did each step?"

PLANNERS ARE QUESTIONERS, who work for answers and then take the answers on to the next set of questions!

As the test proceeds, leaders will be getting good evaluative feedback on the learnings of the workshop. This should help in the final period. Adjust the time of the break if you need more time for the test.

BREAK

Exploring Theory and Sharing Ideas on Reentry and Structure (45 minutes)

If you made an assignment at the end of the Fifth Session for students to bring in their questions on reentry and structure, be sure to provide a way to get those before the group. Make a chalkboard list of all the questions, before dealing with any one of them.

If you did not make the assignment, take time to elicit the questions now.

What are they concerned about when they get home and try to use their workshop skills?

How can local structures be built to get new patterns of lay education going?

Deal with the questions however you wish, drawing on the material above and any theory points you made about planning in the first session or along the way. Be alert to group members' answering one another's questions, or giving suggestions. All the theory and ideas do not have to come from workshop leadership.

You can try a few role plays of bad behavior on the part of returning workshop alumni, such as:

- the planner who snows the committee with planning jargon and workshop terms;
- the planner who bubbles over about how great the workshop was, but offers little practical help;
- the planner who tries to "sell" the format he developed at the workshop, for immediate implementation, without committee participation.

OR, try hard situations they might face:

- the team runs into stiff resistance to any new concept of lay education, the status quo is preferred;
- the team encounters committee members who think planning is too involved, too much work, they could never do it;
- the team meets committee members who say there is too much apathy, the adults won't respond to anything new.

If you use role plays, set up the situations carefully, and enlist volunteers. Don't force people to participate. Be sure to give clear instructions (privately) to the players, so the built-in roles necessary for the situation are understood. Keep the role plays brief!

In discussing a role play, first "de-role" the players and let them tell how they felt in the role. The group is not to evaluate anyone's performance, but to discuss the situation and possible solutions. Ask questions and offer suggestions yourself as part of the discussion process.

Building Personal Reentry Tactics and Sharing Them (15 minutes)

Let individuals work about six minutes alone to decide what they want to do--where they will start--when they return home.

What will they try to accomplish with whom?
Whom will they talk to first?
How will they seek decisions to create a structure for responsible ~~lay education~~ planning?

Let volunteers share their tactics briefly for group interaction. Be alert to separable segments of the reentry task, such as:

- motivating officers and congregation to try a situational approach,
- interpreting what the approach is and how it works,
- setting up a feasible structure to do the planning,
- actually doing situational planning,
- relating to existing adult groups and committees.

If such distinct parts of the total tasks are seen clearly, the "reentering planners" may have better success, as they tackle one thing at a time.

Be sure your students know where they can get help after the workshop. They may need a reference person or consultant when they meet problems.

Individual Evaluations via Transparencies (20 minutes)

Evaluative comments about the workshop will probably come up regularly in this Sixth Session. Leaders will need to be alert to questions and explanations of why particular procedures were used at a given time.

A "fun exercise" can be included by asking each planner to write a few comments on an overhead transparency for projecting before the group. Have two or three questions (at most) written on the board, or newsprint, such as:

1. Write one idea, insight, or breakthrough you had here and want to remember.
2. Write a suggestion to improve the workshop design.
3. Identify an area on which you need/want further work.

Have plenty of transparencies so that each planner has one. They may have to share the special pens for writing on transparencies, since it is unlikely that you will have a large number of these. The questions are optional. Each planner can answer the ones he wants.

After time for writing, project the transparencies and engage the group in open sharing. It should be a humorous exercise, as well as a useful evaluative procedure. You may want to cover questions two and three and project all the number one answers first; then follow with the others. For persons who have never used an overhead projector, it will be good to see their writing or printing on the screen.

Save the transparencies. After the workshop the answers can be typed for your evaluation and future leadership planning.

Post-Workshop Evaluation Forms (10 minutes)

If you use Work Sheet VIII or a similar form before the workshop, allow time for students to fill out a form again for post-event evaluation. These sheets give valuable comparisons and a measure of where changes occurred.

Recalling Learning Techniques (Optional)

If you can schedule time for it, and if you feel your students need to learn more on methods of adult learning, try a brief period where they recall as many workshop learning techniques as they can.

- What learning techniques were used in the workshop? Can you say why?

As students mention specific techniques they remember, you may get a chalkboard list like this:

conversation in pairs
triad interviews
pre-workshop assignments
group discussion
visualization by overhead, chalkboard, newsprint
newsprint team reports
brainstorming
use of work sheets for team practice
resource display
outside reading
etc.

Wherever connections can be made between the technique and its purpose for learning, that will be helpful. Planners should be free to say which techniques were most effective and which did not make it.

AS THE WORKSHOP ENDS

be sure the participants see the planning process as a means to an end--better lay education for more laymen, and not as an end in itself. Planning steps are meant to give a minimum structure for creating effective educational events as rapidly as possible. Planning must not delay learning, but facilitate it.

Situational planning is done to help the laity learn and act in keeping with Christian faith, in ways that fit their situations and stages of life, so that they may respond faithfully to God in his world.

END OF SIXTH SESSION

Please take the time to fill out the evaluation sheet (p.115) and mail it. Additional comment or correspondence about this design may be addressed to the writer:

Robert H. Kempes
1100 Witherspoon Building
Philadelphia, Pa. 19107

Thank you!

END OF THE WORKSHOP!

BUILDING IN EVALUATION PROCEDURES

Planners can improve their work by finding out what happened and why in events they have created. Evaluation makes a continuing contribution to "information-gathering" in the process of planning. Thus, a final step before a learning event begins is deciding how you will get feedback from the participants. Such evaluation will attempt to measure in some respects the achievement of objectives.

Learning Event: _____

For each "WHAT" that you identify, place a check in the appropriate WHEN and FROM WHOM columns. →

	WHEN can you find out?			FROM WHOM will you find out?		
	before	during	after	Leaders	Students	Dropouts
WHAT do you want to know about the learning that occurred?						
WHAT do you want to know about learners' participation?						
WHAT do you want to know about the learning techniques used? about leadership?						
WHAT do you want to know about the accuracy of your planning process?						

HOW can you get the information you have decided you need?

(Examine the following and record briefly the pros and cons of any evaluation method you consider seriously for your event.)

Method	Advantages	Disadvantages
An observer in each session? (to whom does he report? how often?)		
A pre-event evaluation sheet?		
An evaluation sheet during the event? (how often?)		
A postevent evaluation sheet? (when?)		
Interviews (with students? with leaders? with dropouts?)		
Group Response (when? what pattern? how long?)		
Testing (by whom? when?)		
Other		

PARTICIPANT'S EVALUATION
(SAMPLE--intended for use pre-event and post-event)

1. At this point in the experience, how would you rate your participation?
   I'm not with it_____ I'm on board_____ I'm "gung ho"_____

2. Circle any of the following statements that accurately reflect "situational planning."

   A class examines the Decade Books and selects one for study.

   The session examines the curriculum materials of several denominations and decides what the church will use.

   The pastor is asked to select a book of the Bible for all the women's circles to study.

   An appointed task group surveys the congregation and develops electives.

   A teacher reads Trends and Enquiry and decides what the class will use.

   A program chairman creates a lecture series and secures dynamic speakers.

3. How would you rate the "information" that you have gathered as to how useful it will be in situational planning? (Work Sheet I)

   Not very useful_____ Fairly useful_____ Very useful_____

4. To what extent have you as a workshop participant received support and assistance thus far from your congregation?

   Not at all_____ A medium amount_____ A great deal_____

5. How well prepared do you feel now to plan situational lay education?

   Not well prepared_____ Fairly well prepared_____ Well prepared_____

6. What would you identify as the most serious obstacle to a situational approach to lay education in your congregation?

7. What particular elements of the experience have been most helpful thus far? (Be specific.)

   a.

   b.

   c.

8. What elements have been least helpful? (Be specific.)

   a.

   b.

   c.

9. What do you plan to do about lay education when you return to your congregation? (Be specific.)

10. Make a list of the planning steps you would follow to plan situational lay education.

✓CHECK any steps on which you do not feel fairly competent.

LEADER'S EVALUATION SHEET

Planning Lay Education

Please fill out at the end of the workshop
and mail to: R. H. Kempes, 1100 Witherspoon Bldg., Philadelphia, Pa. 19107

Name and location of workshop_____

Number in workshop: Adults_____ Older senior highs_____ Leaders_____

Hours per session _____ No. of sessions_____ Dates_____

Your name and address_____

_____

Other leaders_____

_____

	Inadequate	Adequate	Very helpful
1. How do leaders rate the design:	_____	_____	_____
2. How do leaders rate its:			
Learning approach	_____	_____	_____
Content	_____	_____	_____
Suggested procedures	_____	_____	_____
Resources	_____	_____	_____

Other specific comments _____

_____

3. How closely did you follow the design: Completely?_____ With minor adaptations?_____ With major adaptations?_____ Not at all?_____

4. What do you feel your workshop accomplished?_____

_____

_____

5. How would you improve the design?_____

_____

_____

6. Please use the reverse side to describe specific responses to the situational approach in lay education and to the use of the work sheets and forms.

It would be helpful if you can attach samples of your publicity and such materials, follow-up plans, etc.

THANK YOU!

Ten Plan-ning Steps for Situa-tional Lay Education

A situational approach to lay education begins here the laity are. It takes their interests, concerns, nd questions of faith and life and creates elective udy/action events around that data. Thus the adult hristian, by his own choice, may engage in learning, flecting, and acting at the points of his own interest.

But a flexible, situational program of learning pportunities does not just happen. Responsible per-ons have to *plan* such a program. That calls for a anning process that is simple enough to be speedy, t orderly and disciplined enough to be effective nd immediately responsive to the laity. Planning simply asking the right questions in sequence and etermining answers. The answers to the questions one step provide the data for the next step.

Here is a suggested series of planning procedures ith the questions to be answered in each step:

1. **Determine Basic Purpose.** The long-range goal nderlies all the learning events that are planned.
For what overall purpose do we engage laymen in ducational programs?
What do we hope will happen?
What will the laymen be doing or accomplishing?

2. **Gather Information.** Potential learners and their tuations are the basic data from which educational ans are made. Planners must know the situations the laity in daily life — faith questions, personal fe questions, world questions.
Who are our laity?
What are the concerns and issues in our family, ork, church, community?
What do we want and need to learn and do?

3. **Identify Main Concerns.** The information is nalyzed and sorted.
What is most immediate and important in our data?
What top-priority issues should be treated first?

4. **Focus Main Concerns Into Manageable Subject reas.** Each main concern is examined and narrowed the most pertinent, manageable subject area for udy/action.
What is a manageable segment of each concern?
What key questions are the laity asking?
What is feasible for our program?

5. **Form Objectives.** Learning is more likely to cur when there is a specific intention or learning bjective for each subject area. Objectives are writ-n from the viewpoint of what the learner knows or able to do at the end of the event.
What may the learner expect to accomplish?
What will be the result of the learning — skills? demonstration of knowledge or changed attitudes? new relationships? specific action?
How will we know he has accomplished the objective?

6. **Design Educational Format.** Opportunities for the laity to pursue their concerns are created in various formats: brief seminars, longer elective study courses, action/research groups, simulation games, community forums, ecumenical dialogues.
Who is likely to participate?
What learning approach best fits the people, the objective, the subject area?
What event will we create? Title? Where? When?

7. **Describe Leadership.** Necessary leadership functions are described after the objectives and format are known. Leaders are selected for their competence.
What leadership functions are necessary in each learning occasion?
Are these functions ongoing or occasional?
What competencies are required of persons who will carry out leadership roles — subject knowledge? teaching/leading skills? expertise in group sensitivity?

8. **Identify Resources.** Rather than starting with a book or curriculum magazine, a situational approach chooses resources *after* concerns, objectives, and format are known.
What resources are essential to the learning event?
Where are they available?
How can they be secured? Cost?

9. **Build in Evaluation Procedures.** Feedback from the learners is essential. It informs the ongoing planning and must be built in before the event begins.
What do we need to know about the learning, the achievement of objectives, the leadership, the participation of the learners?
How can we find out? before? during? after?

10. **Inform and Interpret to the Congregation.** Potential participants need information on what is being offered, when and what they may expect if they elect to attend.
What do we want to say about this program?
How will we say it? When?

These procedures may guide a planning committee with an overall responsibility or a study/action group that does its own planning. These planning steps are *suggestions* for an orderly approach to planning situational lay education. Planning is to facilitate purposeful lay education, never a substitute.

— Robert H. Kempes
Educational Planning Services

SAMPLE COMMITMENT FORM

Lay Education Planning Skills Workshop

_____(date) _____(place)

1. ACCEPTANCE. We the undersigned on behalf of _____ Church hereby accept the invitation to be a participating congregation in the lay education planning skills program offered by the _____ Committee of _____(Synod, Presbytery, other). Official acceptance was approved for our congregation by _____(Board, committee) on _____(date).

2. WORKSHOP PARTICIPANTS. (Planners) The following persons have agreed to attend all sessions of the Planning Skills Workshop on _____(dates); they will also attend the Orientation Meeting.

_____ name	_____ name
_____ address	_____ address
_____	_____
_____ phone	_____ phone

3. ORIENTATION MEETING PARTICIPANTS. (Support) We agree to provide _____(3,4) support persons to attend (with our planners) the Orientation Meeting provided for our area; these will be persons capable of influencing our adult education program.

4. INTERIM PREPARATION. (Planning Team) We assure the Committee that our planners and support persons will work conscientiously on the assignments given at the Orientation Meeting--to gather data on our situation, to develop a working purpose for lay education, and to complete background reading. The results will be brought to the Workshop by our two Planners.

5. IMPLEMENTATION. We agree to encourage our Planning Team and facilitate the use of their skills in implementing an improved situational lay education program.

Signed _____
Chrm.--official committee giving approval

Signed _____
(Pastor)

_____
Name of church

_____
Address

MAIL BEFORE _____ to _____

_____

QUICKIE DEFINITIONS

The data gathered in Step 2, Gather Information, may be so variegated that planners need "handles" for analyzing it. These definitions are meant to help them distinguish the various matters that show up in the data.

Concerns is the general word used for all matters the laity are interested in, involved in, anxious about, or confused by, on which further learning is desirable.

However, concerns are not all alike, are not of the same weight, and are not felt with the same intensity.

Concerns may include:

Interests. An interest is something a layman would like to explore, to understand better, to learn about, or to become involved in (i.e., new forms of worship; personal encounter groups; social action; Bible study).

Needs. A need is a deficiency, a lack of knowledge or ability, (i.e., black history; the Confession of 1967; the power structure in our town; self-identity; relating to the opposite sex).

Issues. An issue is larger, going beyond the individual and involving society and its institutions. It connotes conflicting sides, points of view, and defies immediate solution (i.e., Vietnam; racism, student rebellion; environmental pollution).

Problems. A problem is more of an immediate situation calling for personal decisions by the layman (i.e., teen-parent relations; occupational change). Problems can be solved, at least temporarily, while issues seem to remain and often become more complex.

And--concerns come in various areas:

-questions of personal faith,
-questions of individual behavior,
-questions of corporate behavior,
-questions of information,
-questions for action,
-questions of understanding,
-questions of corporate church behavior, beliefs,
-etc.

These working definitions are not intended to lead groups into the trap of SEMANTICS. Don't waste time debating whether something is an "issue" or a "problem." There is overlapping.

If organizing the data is helped by such definitions, use them.
If not, encourage the analyzing in any other way you can.

TRIAD INTERVIEWS

This learning technique uses disciplined discussion among three persons to bring out ideas on a given subject. Interviews are carried on in three five-minute periods, each person of the triad taking a different role in each period. A plenary session follows for total-group sharing of ideas that were expressed.

Triad interviews give each person a natural opportunity to hear his own voice, to express himself, and to listen to two other persons. Be sure that the process is understood by the participants, and the question(s) for the interviews are clearly stated.

1. Divide participants into groups of three. Perhaps you can arrange the chairs in threes during a break, so that participants naturally take places as they return.

2. Let each person select a number 1, 2, 3, and thus choose his role for the first five-minute period. Number 1 will be the Interviewer, number 2 the Interviewed person, and number 3 the Observer.

3. Have the suggested question(s) written on the board or projected so all can see.

4. For the first five minutes number 1 interviews number 2 on the suggested question(s). Number 3 just listens, not saying a word.

5. After five minutes the leader indicates the new role to be played by each person according to his number. He does this again for the last five minutes (same questions).

   An easy way to direct the triads:

1st five minutes	2nd five minutes	3d five minutes
1 Interviewer	3 Interviewer	2 Interviewer
2 Interviewed	1 Interviewed	3 Interviewed
3 Observer	2 Observer	1 Observer

6. The purpose is to help the participants listen to one another for the ideas each one has. The Interviewer is trying to help the Interviewed person express himself. He is not to take off on his own ideas as soon as the other person slows down. The Observer must not interfere, but should observe how the conversation goes and concentrate on listening.

7. After the three five-minute periods, bring the group together and invite volunteers to share what they heard someone else say, not what they themselves said. Listen carefully yourself, and have these ideas listed on a sheet or chalkboard.

   According to what the suggested questions were, you will probably refer back to this listing or use it again in some way.

8. After the group sharing, you may wish to let the triads discuss the matter further, this time freely, with no designated roles or "rules."

SOURCES AND RESOURCES

(See code and ordering addresses at end. Prices are subject to change.)

SOURCES

A partial list of catalogs, media sources, listings of resources, and some materials on the use of resources. Check also local and area libraries, universities, film distribution centers, bookstores, television and radio offices, etc., for additional listings.

Argus Communications, 3505 N. Ashland Avenue, Chicago, Ill. 60657. Catalog.

Audio-visual catalogs and listings from convenient distributors, university film libraries, NBC National Educational Enterprises, Inc., 30 Rockefeller Plaza, New York, N.Y. 10020, CBS/Education & Publishing Group, Columbia Broadcasting System Inc., 383 Madison Avenue, New York, N.Y. 10017.

Carousel Films, Inc., 1501 Broadway, New York, N.Y. 10036.

Council Press, Department of Publication Services, National Council of the Churches of Christ in the U.S.A., 475 Riverside Drive, New York, N.Y. 10027. Catalog.

Discovery in Drama (WBS) $3.95.

Discovery in Film (WBS) $4.50.

Discovery in Literature (WBS) $2.50.

Discovery in Song (WBS) $1.95.

Discovery in the Press (WBS) $1.95.

Discovery in Word (WBS) $1.95.

Educators Guide to Media and Methods, published nine times a year, September through May, by Media and Methods Institute, Inc., Division of North American Publishing Co., 134 N. 13th Street, Philadelphia, Pa. 19107.
Subscription: $7.00 a year; single copy, $2.00.
This is one of the best publications focusing attention on educational uses of film, records, literature in paperback books, television. Occasional issues will focus on a particular subject.

Exploring the Film, by W. Kuhns. Geo. A. Pflaum, Publisher, Inc., 38 W. 5th St., Dayton, Ohio 45402. $3.20.

Films, Incorporated, 38 W. 32d Street, New York, N.Y. 10001.
Offers free discussion guides, originally prepared for church discussion groups, for over seventy U.S. films, which they also rent.

Mass Media Ministries Audio-Visual Catalog, No. 3.
2116 N. Charles Street, Baltimore, Md. 21218; 1720 Chouteau Avenue, St. Louis, Mo. 63103; 1714 Stockton Street, San Francisco, Calif. 94133.

Mass Media Ministries Bi-Weekly Newsletter, published by Mass Media Ministries, a Division of Mass Media Associates, Inc., 2116 N. Charles Street, Baltimore, Md. 21218. Single subscription, $10.00 a year. Reviews and guides to new and outstanding feature movies, film shorts, filmstrips, and previews of television shows. Designed particularly for the use of these media by churches.

Media Two for Christian Formation: A Guide to Audio-Visual Resources, Wm. A. Dalglish (ed.). $7.50. (Available from Geo. A. Pflaum, Publisher, Inc., 38 W. 5th St., Dayton, Ohio 45402.)

Presbyterian Distribution Service, 225 Varick Street, New York, N.Y. 10014.
Catalog--Resources for Year-round Programming. (PDS)
Up to five copies, free; additional copies 50 cents each (includes catalog Resources for Year-round Interpretation and Stewardship).

Pflaum Things for 1969-1970 (catalog)
Geo. A. Pflaum, Publisher, Inc., 38 W. 5th St., Dayton, Ohio 45402.

Resources, Vol. 1, various numbers. A resource information service bulletin of the Mid-Atlantic Institute of Christian Education, MAICE, 1505 Chapel Hill Drive, Baltimore, Md. 21237.
Single copy, $1.00; 2-10 copies, 75 cents each; quantity prices negotiable.

Scholastic Teacher, published monthly as the junior-senior high teachers' edition of the weekly Senior Scholastic, by Scholastic Magazines, Inc., 50 W. 44th Street, New York, N.Y. 10036. Subscription address: 902 Sylvan Avenue, Englewood Cliffs, N.J. 07632. Single subscription, $5.00 a year. Frequently carries articles describing how junior or senior high teachers have used films, records, and other media in classroom study units. Also has general articles on education, television previews, and special subjects.

Short Films in Religious Education, William Kuhns. Media for Christian Formation. $9.95. (Available from Geo. A. Pflaum, Publisher, Inc., 38 W. 5th St., Dayton, Ohio 45402.)

Sunday Night at the Movies, G. William Jones. (WBS) Paper, $1.95.
A practical introduction to the educational use of film in the church. Based on the author's own experience using film with youth in the church and in previewing prerelease movies. Includes helpful appendixes listing films, sources, and bibliographies.

Teaching About the Film, J.L.M. Peters, UNESCO Publications Center U.S.A., 650 First Avenue, New York, N.Y. 10016. $4.00.

The National Film Board of Canada, Films
680 Fifth Avenue, Suite 819, New York, N.Y. 10019. Catalog. Free.

Westminster Book Stores catalog. (WBS) Free.

Youth Ministry Resources. Annotated bibliography of books, pamphlets movies, posters, filmstrips, recordings, simulation games, plays, music, radio, and TV, etc. Loose-leaf packet. (Annual update.) (WBS) $1.50.

RESOURCES

A limited listing of resources in categories for consideration in collecting a resources display and/or exercising the resourcing function of a lay planning committee.

I. THE CHURCH, THEOLOGY, WORSHIP

Black Theology and Black Power, James H. Cone. (WBS) Paper, $2.95

Book of Common Worship, The, 1946. (WBS) $2.00; 5 or more, $1.50 each.

Church Inside Out, The, J. C. Hoekendijk. (WBS) Paper, $2.25.

Church Politics, Keith Bridston. (WBS) $4.95.

Churches and Cruelty Systems, The, J. Edward Carothers. (WBS) $1.50.

Commentary on The Confession of 1967 and an Introduction to "The Book of Confessions," A, Edward A. Dowey, Jr. (WBS) $2.65.

Constitution of The United Presbyterian Church in the United States of America, The. 2 vols.

Part I: Book of Confessions. (GA) $1.00.
Part II: Book of Order. (GA) $1.00

Feast of Fools: Theological Essay on Festivity, Harvey Cox. (WBS) $5.95.

God Is Dead: The Anatomy of a Slogan, Kenneth Hamilton. (WBS) Paper, $1.25.

New Directions in Theology Today series. (WBS) Paper.

Vol. I: Introduction, William Hordern. $2.25.
Vol. II: History and Hermeneutics, Carl E. Braaten. $2.25.
Vol. III: God and Secularity, John Macquarrie. $1.95.
Vol. IV: The Church, Colin W. Williams. $2.45.
Vol. V: Christian Life, Paul Hessert. $2.25.
Vol. VI: Man: The New Humanism, Roger L. Shinn. $2.25.

Presbyterians Profess: Outline for Studying "The Book of Confessions," Clifford R. Hawkins. (WBS) 60 cents each; 10 or more copies, 50 cents each.

Receiving Adults Into the Church, A Syllabus for Pastors, C. Richard Brown. (WBS) 35 cents.

Reconciliation and Conflict: Church Controversy Over Social Involvement, Dieter T. Hessel. (WBS) Paper, $2.95.

Worshipbook--Services, The. (WBS) Paper, $1.50.

II. PLANNING, TEACHING, LEARNING--IN ADULT EDUCATION

Adult Education Procedures, Paul Bergevin, Dwight Morris, Robert M. Smith. (WBS) $2.95.

Adult Leadership Leaflets. (PDS) 25 cents each.

Being an Individual in the Group
Learning Through Controversy
Let's Discuss It
More Learning in Small Groups
Planning and Leading Large Meetings
Planning Retreats for Church Groups
Planning Worship for Church Groups
Studying the Bible in Small Groups
With All Your Mind: A Case for Adult Study

Classroom Questions--What Kinds? Norris M. Sanders. (WBS) Paper, $2.75.

Dynamic Approach to Church Education, A, Gerald H. Slusser. A Decade Book. (WBS) Paper, $1.45, net.

EQUIP--a workshop training program for adult discussion leaders. Description available from Lindell L. Sawyers, Project EQUIP Director, Room 1100, Witherspoon Building, Philadelphia, Pa. 19107.

Hard Look at Adult Christian Education, A, John R. Fry (WBS) $3.50.

How to Use the Fine Art of Questioning, Philip Groisser. (WBS) Paper, $1.95.

Let's Plan, John C. DeBoer. (WBS) Paper, $2.95.

Lovable Church Game, The, Theodore Peck. A simulation game that brings players face-to-face with the realities of congregational structures, power blocs, and conflicting goals. (WBS) $19.50.

Manual for Discussion Moderators, Walter Gray, Jr. American Institute of Discussion, Box 949, Oklahoma City, Okla. 73101. Paper, $1.00

Modern Practice of Adult Education, The, Malcolm S. Knowles (WBS) $12.95.

Parish Education Series (partial list). (WBS) 25 cents each.

Creative Activities in Church Education
Methods of Drama in Church Education
When Youth and Adults Study Together

Philosophy for Adult Education, A, Paul Bergevin. (WBS) Paper, $2.45.

Planning a Teaching-Learning Encounter, Louise M. Jones. (CEM or WBS) 50 cents.

Planning in the Church. Available from Office of Planning and Research of the General Council, UPCUSA, Room 1003, 475 Riverside Drive, New York, N.Y. 10027. 1 to 10 copies, free; 11 or more copies, 35 cents each. Basic Steps in the Planning Process, 8-minute color filmstrip, record and guide, is a visual interpretation of this booklet. Available from same office, $5.00.

Planning in the Local Setting, Eloise Roth Rhodes. Available from Central Distribution Service, P.O. Box 7286, St. Louis, Mo. 63177. $2.00.

PLANNING SKILLS for a Situational Approach to Lay Education, Robert H. Kempes. (CEM or WBS) 50 cents.

Preparing Instructional Objectives, Robert F. Mager. (WBS) Paper, $1.75.

Program Designs for Lay Education series. (WBS) 1 to 9 copies, 60 cents each; 10 or more copies, 50 cents each.

Program Designs for Older Senior Highs, No. 1
Ministry with Senior Highs: A Survey of Ten Churches
A Design for Ecumenical Youth Ministry: Project RISK
The Metropolis as a Resource for Lay Education: Focus on Washington, D.C.

Shared Journey, An Introduction to Encounter, The, Terry O'Banion and April O'Connell. (WBS) $3.95.

Simulation Games, booklet. (WBS) 50 cents.

Spectrum (International Journal of Religious Education). Spectrum--I.J.R.E., P.O. Box 303, New York, N.Y. 10027. Bimonthly. $5.00 a year.

Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook I: Cognitive Domain, Benjamin S. Bloom, ed. David McKay & Co., 750 Third Avenue, New York, N.Y. $2.50. Handbook II: Affective Domain, David R. Krathwohl, Benjamin S. Bloom, Bertram B. Masla. (McKay, also.) $2.50.

Teaching and Learning in Adult Education, Harry L. Miller. (WBS) $7.95.

A Treasury of Techniques for Teaching Adults. National Association for Public School Adult Education, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. $1.00.

III. LAITY IN MISSION IN CONTEMPORARY CULTURE

Dignity, a simulation game that helps one understand how human relationships affect life. (WBS) $4.95.

Don't Church Me In, record, text by Allan E. Sloane. (WBS) $5.00.

Greening of America, The, Charles Reich. (WBS) Paper, $2.95.

How to Cope in a Computer Age Without Pulling the Plug, Tom Michael and David Ng. (WBS) $2.95.

Mind Benders, The. (WBS) Paper, 95 cents.

Now Generation, The, Dennis C. Benson. (WBS) Paper, $2.45.

Portraits of Twentieth Century Americans of Negro Lineage (portfolio of 24 portraits). (WBS) $1.75.

Psychology Today, monthly periodical. Psychology Today, P.O. Box 60407, Terminal Annex, Los Angeles, Calif. 90060. $1.00 a copy; $10.00 a year.

Technethics: Christian Mission in an Age of Technology, Norman J. Faramelli. (WBS) Paper, $1.75.

Time Bomb in the Middle East. (WBS) $1.35.

Why Black Power? Joseph R. Barndt. (WBS) Paper, 95 cents.

Youth in Contemporary Society, Stanley Moldovan. A Decade Book. (WBS) Paper, $1.45, net.

IV. LAY EDUCATION--CHURCH EDUCATION
(Guidance Materials and General Resources)

Careers and the Christian Calling Leaflets. (PDS) Free.

Answering the Call
Church Careers for Women
The Gospel Ministry
The Life That's Still Being Invented
Nursing
Social Work
Teaching
You and Your Occupational Choice

Christian Faith and Action Resources

Alert, quarterly magazine on resources and guidance. (DCS) Free.

Christian Faith and Action: Designs for an Educational System. (DCS) Free.

Colloquy, educational leadership magazine, monthly, except August. $4.00 a year (3 or more to one address). (CEM)

Decade Books (CEM or WBS) Paper, $1.45 each, net.

Believing, Deciding, Acting, Jack L. Stotts
Changing Society, O Z White
The Covenants in Faith and History, Stephen Szikszai
Crisis in Unity and Witness, J. Robert Nelson
Decisions and Your Future, Kendig Brubaker Cully
A Dynamic Approach to Church Education, Gerald H. Slusser
Exercises in Interpreting Scripture, John Frederick Jansen
Man: Six Modern Interpretations, Perry LeFevre
Sex and Selfhood, William Graham Cole
Suffering: A Test of Theological Method, Arthur C. McGill
Tradition in the Making, Robert J. Bull
Youth in Contemporary Society, Stanley Moldovan

Enquiry, systematic study magazine, quarterly. 60 cents a quarter (3 or more to one address). (CEM) Leader's Edition, 75 cents a quarter, quantity rate. (CEM)

In Search of Understanding, Mayo Y. Smith, leaflet. Free from Christian educational consultant in the synod.

Trends, A Journal of Resources, monthly, except July and August. $1.00 a quarter (3 or more to one address). (CEM)

Church and Every Man's Calling: A Guide for Local Congregations on Vocation and Church Occupations, The. (OV) Free.

Church and Society (successor to Social Progress magazine), six times a year. Department of Church and Society, 830 Witherspoon Building, Philadelphia, Pa. 19107. Subscription, $3.00 a year.

Lay Education in the Parish, Robert H. Kempes; Edward K. Trefz, ed. Basic "working resource" describes the situational approach and gives specific suggestions. (WBS) $1.00.

Let's Sing Together. (WBS) 35 cents.

Living Room Dialogues. Paper, $1.45. Second Living Room Dialogues. Paper, $1.45. Third Living Room Dialogues. Paper, $2.50. All (WBS). Eds. include William B. Greenspun, William Norgren, Cynthia C. Wedel, and James J. Young.

Older Senior Highs in Lay Education, Leaflet. (PDS) Free.

United Presbyterian Vocation and Church Occupations Packet. (OV) One copy, free; additional copies, $1.00 each. (Request high school, college, or seminary content.)

Vanguard, A Bulletin for Church Officers. Five times a year. (WBS, Philadelphia) 5 or more subscriptions to one address, 95 cents a year.

Young Adult Ministry: New Roles and Opportunities for the Local Church, packet. (PDS) $2.00.

Youth Ministry Notebook, IV, for youth committee personnel, annual. (CEM and WBS) $3.00.

V. BIBLE REFERENCE

The Daily Study Bible, William Barclay, ed. 17 vols. (WBS) $2.95 each; 17 vol. set, $47.50.

The Layman's Bible Commentary, 25 vols. (WBS) $2.25 each; set, $47.50.

Nelson's Complete Concordance of the Revised Standard Version of the Bible. (WBS) Buckram, $20.00.

The New English Bible, Standard Edition in one volume. (WBS) $8.95.

The New Westminster Dictionary of the Bible, Henry Snyder Gehman, ed. (WBS) $10.95.

The One-Volume Bible Commentary, J. R. Dummelow. (WBS) $7.95.

The Westminster Historical Atlas to the Bible, Rev. Ed., G. Ernest Wright and Floyd V. Filson, eds. (WBS) $7.50.

Westminster Introductions to the Books of the Bible. (WBS) $3.95.

ORDERING ADDRESSES

(CEM) -- Church Education Materials Order Blank
Periodical Order Department
Witherspoon Building, Philadelphia, Pa. 19107

(DCS) -- Department of Curriculum Services
Witherspoon Building, Philadelphia, Pa. 19107

(GA) -- Office of the General Assembly
The United Presbyterian Church U.S.A.
500 Witherspoon Building, Philadelphia, Pa. 19107

(OV) -- Office of Vocation, Board of Christian Education
Witherspoon Building, Philadelphia, Pa. 19107

(PDS) -- Presbyterian Distribution Service
225 Varick Street, New York, N.Y. 10014

(WBS) -- Westminster Book Stores:
Witherspoon Building, Philadelphia, Pa. 19107
327 Fifth Avenue, Pittsburgh, Pa. 15222
174 North York Street, Elmhurst, Ill. 60126

Westminster-Bethany Book Store
1501 Wilshire Boulevard, Los Angeles, Calif. 90017

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